

## Duquesne University Duquesne Scholarship Collection

---

### Electronic Theses and Dissertations

---

Spring 2016

# International Students in Supervision: Multicultural Discussions as a Moderator between Supervision Related Constructs: Acculturation, Counselor Self-Efficacy, Supervisory Working Alliance, and Role Ambiguity

Mehmet Nurullah Akkurt

Follow this and additional works at: <https://dsc.duq.edu/etd>

---

### Recommended Citation

Akkurt, M. (2016). International Students in Supervision: Multicultural Discussions as a Moderator between Supervision Related Constructs: Acculturation, Counselor Self-Efficacy, Supervisory Working Alliance, and Role Ambiguity (Doctoral dissertation, Duquesne University). Retrieved from <https://dsc.duq.edu/etd/294>

This Immediate Access is brought to you for free and open access by Duquesne Scholarship Collection. It has been accepted for inclusion in Electronic Theses and Dissertations by an authorized administrator of Duquesne Scholarship Collection. For more information, please contact [phillips@duq.edu](mailto:phillips@duq.edu).

INTERNATIONAL STUDENTS IN SUPERVISION: MULTICULTURAL  
DISCUSSION AS A MODERATOR BETWEEN SUPERVISION RELATED  
CONSTRUCTS: ACCULTURATION, COUNSELOR SELF-EFFICACY,  
SUPERVISORY WORKING ALLIANCE, AND ROLE AMBIGUITY

A Dissertation

Submitted to the School of Education

Duquesne University

In partial fulfillment of the requirements for  
the degree of Doctor of Philosophy

By

Mehmet Nurullah Akkurt, MA

May 2016

Copyright by  
Mehmet Nurullah Akkurt, MA

2016

**DUQUESNE UNIVERSITY  
SCHOOL OF EDUCATION  
Department of Counseling, Psychology and Special Education**

***Dissertation***

Submitted in Partial Fulfillment of the Requirements  
For the Degree of Doctor of Philosophy (Ph.D.)

**Executive Counselor Education and Supervision Program**

***Presented by:***

Mehmet Nurullah Akkurt  
B.A., Education  
M.A., Community Counseling

**February 10, 2016**

INTERNATIONAL STUDENTS IN SUPERVISION: MULTICULTURAL  
DISCUSSIONS AS A MODERATOR BETWEEN SUPERVISION RELATED  
CONSTRUCTS: ACCULTURATION, COUNSELOR SELF-EFFICACY,  
SUPERVISORY WORKING ALLIANCE, AND ROLE AMBIGUITY

***Approved by:***

\_\_\_\_\_, Chair  
Jered B. Kolbert, Ph.D.  
Professor of Counselor Education  
Department of Counseling, Psychology, and Special Education  
School of Education  
Duquesne University

\_\_\_\_\_, Member  
Gibbs Y. Kanyongo, Ph.D.  
Associate Professor of Educational Statistics  
Department of Educational Foundations and Leadership  
School of Education  
Duquesne University

\_\_\_\_\_, Member  
Imac Reynaga Holmes, Ed.D.  
Assistant Professor of Counseling  
Waynesburg University

## ABSTRACT

INTERNATIONAL STUDENTS IN SUPERVISION: MULTICULTURAL  
DISCUSSION AS A MODERATOR BETWEEN SUPERVISION RELATED  
CONSTRUCTS: ACCULTURATION, COUNSELOR SELF-EFFICACY,  
SUPERVISORY WORKING ALLIANCE, AND ROLE AMBIGUITY

By

Mehmet Nurullah Akkurt, MA

May 2016

Dissertation supervised by Dr. Jered Kolbert

Recent studies have focused on international students' needs and experiences in counseling training and supervision, however, there is a lack of research regarding effective approaches for supervising international students. The purpose of this study is to investigate whether international counseling supervisees' perceptions regarding the degree to which multicultural discussion occurred in their university supervision moderates the relationship among supervision related variables, including acculturation, counselor self-efficacy, supervisory working alliance, and role ambiguity in supervision. The research questions are: (a) Does the frequency of cultural discussions in university supervision, as perceived by international counseling supervisees, moderate the relationship between acculturation to the US and counseling self-efficacy among international counseling students in the US, (b) Does the frequency of cultural

discussions in university supervision, as perceived by international counseling supervisees, moderate the relationship between supervisory working alliance and counseling self-efficacy among international counseling students in the US, and (c) Does the frequency of cultural discussions in university supervision, as perceived by international counseling supervisees, moderate the relationship between supervisory working alliance and counseling self-efficacy among international counseling students in the US.

## DEDICATION

I dedicate this dissertation to my late father, Mehmet Emin Akkurt, who has taught me everything I know, and to my mother, Leman Akkurt, who showed me unconditional love and endless support.

*Let the beauty of what we love, be what we do.*

*Rumi*

## ACKNOWLEDGEMENT

I would like to express my deepest gratitude to my committee for their continued support and encouragement: Dr. Jered Kolbert, my committee chair; Dr. Gibbs Kanyongo; and Dr. Imac Reynaga Holmes. I offer my sincere appreciation for this learning opportunity, and I would like to extend my gratitude to Dr. Jered Kolbert who has been understanding and supportive in this challenging process.

I would like thank Dr. Kok Mun Ng for allowing me to utilize the existing data on international students, and for the insight and suggestions he provided regarding my research. It is a great privilege to work with a counselor educator and researcher who has made a great deal of contribution to the research on international counseling students.

I would not have been able to complete my doctoral studies without the support of two incredible individuals that God crossed my path with; Dr. Florence Saint-Jean and Carlos Golfetto. Without your friendship and continuous support, my experience as an XI cohort member would not have been as memorable. Mesi Florence, Obrigado Carlos.



# TABLE OF CONTENTS

	Page
Abstract .....	iv
Dedication .....	vi
Acknowledgement .....	vii
List of Tables .....	xii
CHAPTER 1 INTRODUCTION .....	1
Overview .....	1
Statement of Problem.....	3
Purpose of the Study .....	4
Research Questions and Hypothesis .....	4
Research Question 1 .....	4
Hypothesis 1 .....	4
Research Question 2 .....	5
Hypothesis 2 .....	5
Research Question 3 .....	5
Hypothesis 3 .....	5
Significance of the Study .....	5
Summary of the Methodology .....	6
Definiton of Terms.....	7
International Counseling Students .....	7
Supervision .....	7
Self-Efficacy .....	7
CHAPTER 2 LITERATURE REVIEW .....	8
International Students in the United States .....	8

Supervision of International Students in the United States .....	9
Challenges Faced in Supervision .....	9
Worldview: Collectivism and Individualism .....	13
The Role of Supervision in International Counseling Supervisee's Self-Efficacy .....	16
Counseling Self-Efficacy .....	17
Supervisory Working Alliance .....	18
Role Ambiguity in Supervision .....	21
Acculturation .....	23
Multicultural Discussions in Supervision.....	24
Potential Contribution .....	26
CHAPTER 3 METHODOLOGY .....	27
Research Design.....	27
Research Questions and Hypothesis .....	27
Research Question 1 .....	27
Hypothesis 1 .....	27
Research Question 2 .....	28
Hypothesis 2.....	28
Research Question 3 .....	29
Hypothesis 3 .....	29
Participants.....	29
Instrumentation .....	30
Working Alliance Inventory-Supervisee Form (WAI-S) .....	30
International Student Supervision Scale (ISSS) .....	31
American-International Relations Scale (AIRS) .....	32
Role Conflict and Role Ambiguity Inventory (RCRAI).....	32

Counseling Self-Estimate Inventory (COSE) .....	32
Operational Definitions of the Variables of Interest .....	33
Counselor Self-Efficacy .....	33
Supervisory Working Alliance .....	33
Acculturation.....	34
Role Ambiguity in Supervision .....	34
Multicultural Discussions .....	34
Data Collection .....	35
Data Analysis .....	35
Human Participants and Ethics Precautions .....	36
CHAPTER 4 RESULTS .....	37
Descriptive Analysis of the Sample .....	37
Missing Data and Assumptions .....	40
Research Questions and Hypotheses .....	40
Research Question 1 .....	42
Research Question 2 .....	44
Research Question 3 .....	46
Conclusion.....	48
CHAPTER 5 DISCUSSION.....	66
Summary of the Study .....	49
Interpretations of the Findings.....	50
Research Question 1.....	52
Research Question 2.....	54
Research Question 3.....	57
Implications for Supervisors of International Counseling Students.....	61

Limitations.....	64
Recommendations for Future Research.....	65
Conclusion.....	66
References.....	67
Appendix A: International Student Supervision Scale .....	76
Appendix B: Supervisory Working Alliance Inventory .....	78
Appendix C: Role Confusion Role Ambiguity Scale .....	79

## LIST OF TABLES

	Page
Table 1.1 - Descriptive Analysis of Sample – Gender .....	50
Table 1.2 - Descriptive Analysis of Sample – Country .....	51
Table 1.3 - Descriptive Analysis of Sample – Level .....	51
Table 1.4 - Descriptive Analysis of Sample – Program Type .....	52
Table 1.5 - Descriptive Analysis of Sample – Fieldwork Placement .....	52
Table 1.6 - Descriptive Analysis of Sample – Accreditation .....	53
Table 2 - Summary of Moderation Analysis: Frequency of Cultural Discussions as Moderator between Acculturation to the US and Counselor Self-Efficacy .....	56
Table 3 - Summary of Moderation Analysis: Frequency of Cultural Discussions as a Moderator between Supervisory Working Alliance and Counselor Self-Efficacy .....	58
Table 4 - Summary of Regression Analyses: Frequency of Cultural Discussions, Role Ambiguity in Supervision and the Moderator as Predictors of Supervisory Working Alliance .....	60
Table 5 - Summary of Moderation Analysis: Frequency of Cultural Discussions as a Moderator between Role Ambiguity in Supervision and Supervisory Working Alliance.....	60

## **CHAPTER ONE: INTRODUCTION**

### **Overview**

As the counseling profession expands globally, the number of international students has increased in counseling and related fields in the United States (Mittal & Wieling, 2006; Nilsson & Dodds, 2006; Reid & Dixon, 2012). In recent decades, US universities have implemented new programs to recruit students from all over the world, specifically due to their contribution to the US economy (Rice et al., 2009). The US Department of Commerce reported that international students contributed over \$24.7 billion to the economy in 2012 (Institute of International Education, 2013). While institutions actively recruit students from different countries, faculty members usually receive little to no training in working with international students and often lack familiarity with the challenges international students face (Spencer-Rodgers, 2001). The counseling literature indicates that international students face acculturation issues, and they expect to receive primary support from their academic advisors/supervisors and/or mentors (Moore & Popaduk, 2011). International students often experience adjustment issues, including a lack of understanding of American culture, and these issues tend to be overlooked by faculty members (Lee, 2013).

Nilsson (2007) stated that there is a significant difference between domestic and international counseling supervisees in terms of their perception of supervisors and supervision. Findings from Nilsson's (2007) study suggest that studies conducted with domestic counseling students may not be generalizable to international counseling supervisees. However, supervisory interventions used with international counseling supervisees derive from the literature on domestic counseling students. There has been

research examining the relationships among supervisory constructs with counseling students in variety of specialties (e.g., mental health counseling students, marriage and family counseling students, addiction treatment professionals) (Berger, 2013; Cheon, Blumer, Shih, Murphy, & Sato, 2009; Fernando & Hulse-Killacky, 2005), but such relationships, specifically moderating relationships, have not been examined among international counseling students. The need for examining the relationship between such supervisory constructs with international counseling students is supported by studies on race and ethnicity. Studies suggest that race and ethnicity are correlated with supervisory constructs. For example, Fernando and Hulse-Killacky (2005) suggest that race and ethnicity of the supervisees (as well as the supervisees' clients) may affect supervisory satisfaction. Studies have not examined whether international counseling students differ from domestic counseling students in their satisfaction with supervision, and whether supervisors' explicit discussion of multicultural issues affects international counseling students' satisfaction with supervision.

The purpose of this study is to investigate whether international counseling supervisees' perceptions regarding the degree to which multicultural discussion occurred in their university supervision moderates the relationship among supervision related variables, including acculturation, counselor self-efficacy, supervisory working alliance, and role ambiguity in supervision. It is hoped that this study will contribute to the research literature by identifying the potential importance of multicultural discussions in supervision when working with international supervisees.

The research questions were: (a) Is the relationship between international counseling supervisees' acculturation and counselor self-efficacy moderated by the

degree of multicultural discussion that occurred in university supervision as perceived by international counseling supervisees, (b) Is the relationship between supervisory working alliance and international counseling supervisees' counselor self-efficacy moderated by the degree of multicultural discussion that occurred in university supervision as perceived by international counseling supervisees, and (c) Is the relationship between international counseling supervisees' role ambiguity and supervisory working alliance moderated by the degree of multicultural discussion that occurred in university supervision as perceived by international counseling supervisees.

### **Statement of the Problem**

International students' training and supervisory experiences has been a recent interest of research in the field of counseling and psychology (Ng & Smith, 2012). Currently, there are no training requirements for US supervisors when supervising international students, and there is a lack of supervisory models to utilize when working with this population (Poyrazli, Arbona, Nora, McPherson, & Pisecco, 2002). International counseling students often perceive their supervision experiences as insufficient, specifically due to a lack of discussion on cultural differences (Nilsson & Anderson, 2004; Wang & Li, 2011; Wedding et al., 2009). Mori, Inman, and Casike (2009) found that the relationship between supervisors' cultural competence and supervisees' satisfaction with supervision was partially mediated by cultural discussions in supervision.

The existing empirical studies on supervision found that supervisory satisfaction is positively correlated with international students' acculturation level while it was negatively correlated with role ambiguity. Research has revealed that students who were



less acculturated show lower levels of counseling self-efficacy, more role ambiguity, and weaker working alliance in supervision (Smith & Ng, 2009). The results of this proposed study may offer insight regarding whether or not supervisors can utilize cultural discussions to provide more effective supervision when working with international counseling supervisees.

### **Purpose of the Study**

Given the need to investigate effectiveness of supervision as it applies to international supervisees (Nilsson & Anderson, 2004; Wedding, McCartney, & Currey, 2009), the purpose of this study is to investigate whether international counseling supervisees' perceptions regarding the degree to which multicultural discussion occurred in their university supervision moderates the relationship among supervision related variables, including acculturation, counselor self-efficacy, supervisory working alliance, and role ambiguity in supervision.

### **Research Questions and Hypothesis**

The study has the following research questions and hypotheses:

**Research question 1.** Does the frequency of cultural discussions in university supervision as perceived by international counseling supervisees moderate the relationship between acculturation to the US and counseling self-efficacy among international counseling students in the US?

**Hypothesis 1.** The frequency of cultural discussions in university supervision, as perceived by international counseling supervisees, moderates the relationship between acculturation to the US and counseling self-efficacy among international counseling students in the US.

**Research Question 2.** Does the frequency of cultural discussions in university supervision, as perceived by international counseling supervisees, moderate the relationship between supervisory working alliance and counseling self-efficacy among international counseling students in the US?

**Hypothesis 2.** The frequency of cultural discussions in university supervision, as perceived by international counseling supervisees, moderates the relationship between supervisory working alliance and counseling self-efficacy among international counseling students in the US.

**Research Question 3.** Does the frequency of cultural discussions in university supervision, as perceived by international counseling supervisees, moderate the relationship between role ambiguity in supervision and supervisory working alliance among international counseling students in the US?

**Hypothesis 3.** The frequency of cultural discussions in university supervision, as perceived by international counseling supervisees, moderates the relationship between role ambiguity in supervision and supervisory working alliance among international counseling students in the US.

### **Significance of the Study**

According to Nilsson (2008), limited attention has been given to issues and concerns related to supervising international trainees. Much of the existing literature in this area is qualitative in nature. This study used quantitative research approach to examine the hypothesis that multicultural discussions can moderate the relationship among supervisory constructs, such as, working alliance, counselor self-efficacy, role ambiguity, and acculturation. The existing literature on international students is

insufficient to provide information regarding the supervisory approaches that contribute to a quality relationship between US supervisors and international counseling supervisees. Wang and Li (2011) found in their qualitative study with 10 international graduate students that “students reported some tensions and mismatches of expectations between students and supervisors” (p. 105). This study allows supervisors to determine the degree to which multicultural discussions in supervision can be used in helping international supervisees develop counseling self-efficacy. This study also served as one of the first studies where moderating relationships explored among supervisory constructs with international counseling students.

### **Summary of Methodology**

This study used quantitative design to investigate whether international counseling supervisees' perceptions regarding the degree to which multicultural discussion occurred in their university supervision moderated the relationship among supervision related variables, including acculturation, counselor self-efficacy, supervisory working alliance, and role ambiguity in supervision.

This study utilized secondary data, which was obtained from Dr. Kok-Mun Ng. A request for the de-identified data was submitted after the IRB approval was received. The data required no screening or transformation as the researchers have already done this for their initial study. The researcher utilized grand mean centering to center the predictor and moderator variables. Then, the researcher ran three moderation analyses, using regression analysis, to answer each research question.

## **Definition of Terms**

Three key terms (international students, supervision, and counseling self-efficacy) for the study are defined next with the intention of informing readers about how these concepts were applied in this particular study.

### **International Counseling Students**

International counseling students are defined as “[s]tudents on US campuses who are not US citizens, permanent residents, or refugees” (Chin, 2005, p. 4). For the purpose of this study, the focus is on international students who speak English as a second language.

### **Supervision**

Bernard and Goodyear (2009) defined supervision as “[a]n intervention that is provided by a senior member of a profession to a junior member or members of that same profession.” They also added that one of the natures of supervisory relationship is to assist junior members of the profession to enhance their functioning.

### **Self-Efficacy**

According to Bandura (1982), “[s]elf-efficacy is concerned with judgments of how well one can execute courses of action required to deal with prospective situations” (p. 122).

## **CHAPTER TWO: LITERATURE REVIEW**

### **International Students in the United States**

During the last decade, there has been a steady increase in the number of international students enrolled in the US institutions. The Institute for International Education defined international students as “non-immigrant international students in the US on temporary visas at the post-secondary level” (Open Doors Report, 2013, p. 4). The United States has the largest population of international students in the world, and more than half a million international students have studied in the US (Rice et al., 2009). With the increase in the number of international students enrolled in counseling programs in the US, more attention has been given to the topic of internationalization in counseling psychology research (Turner-Essel & Waehler, 2009).

Even though international counseling students are an incredibly diverse group (Lee, 2013; Mittal & Wieling, 2006), they share certain common characteristics that set them apart from other university students (Wedding, McCartney, & Currey, 2009). Some of these characteristics are: unconditional respect to authority, seeing the professor as the source of knowledge, speaking English as a second language, presenting more collectivist behaviors, and struggling with understanding the US academic system. For this reason, supervisors have been encouraged to better understand how the worldviews of international counseling students are likely to diverge from domestic counseling students, and to incorporate such an understanding in their approach to supervising international counseling students. Nilsson and Wang (2008) stated that supervising international students can be challenging because of the “many *extra layers of consideration* [emphasis added] needed while supervising international trainees” (p.79). The following section will

introduce the limited yet current research on the supervision of international counseling students.

### **Supervision of International Counseling Students in the United States**

The lack of research and models specific to supervision of international students in counseling has stimulated some discussions (Nilsson & Anderson, 2004; Rice et al., 2009). According to Pederson (1991), there is a lack of “grand theory”, and the research in the field of international students is “isolated, uncoordinated, and fragmentary studies on specialized variables with no clear application of results to comprehensive theory building or to practical implications for institutional policy” (as cited in Yoon & Portman, 2004, p. 33). This lack of theory and models for supervising international counseling students means that many supervisors are unprepared to supervise international counseling students. Due to the increase in the number of international students in the US (Mittal & Wieling, 2006), it is very likely that US supervisors will work with international students (Wedding, McCartney, & Currey, 2009). It is the supervisors’ ethical responsibility to increase their competency before serving this unique population. Smith and Ng (2009) argued that it is the ethical and professional responsibility of the programs, which choose to admit international students, to respond to the identified needs of this population. Supervisors may start with increasing their awareness of the needs of these students and pay close attention to the characteristic cultural differences, which may play a role in the supervisory relationship.

### **Challenges Faced in Supervision**

The literature on international students has been consistent regarding the challenges faced in supervision. This section will discuss some of the common challenges

faced in supervision by international counseling students. In many countries, the professor is the authority figure, and students are usually passive learners. However, the student-centered education system in the US demands that students actively contribute to the classroom discussions. Reichelt and Skjerve (2002) argued that there are implicit rules formed in any relationship about how the participants are supposed to act, but international counseling students may not be familiar with such unspoken expectations. International counseling supervisees may not be aware that they are expected to assume a more egalitarian relationship with their supervisor and be active contributors in supervision. Therefore, it is suggested that supervisors need to ensure that the expectations from the student are clearly stated and understood (Mittal & Weiling, 2006).

International students in applied mental health programs must have a solid understanding of the US culture and be fluent in English, and these expectations are not as necessary for international students in other professional disciplines (Nilsson & Anderson, 2004). Many international students are Non-Native speakers, and a lack of English proficiency could negatively affect international students' success in counseling fieldwork and in supervision. Communication skills are a fundamental tool for providing effective services during fieldwork. International students may have difficulty communicating with English speaking clients and understanding the cultural connotations of the words, and the worldview of American clients.

International counseling students are, in most cases, unfamiliar with the training models implemented in counseling training programs in the US. International counseling students are often unclear about what is expected of them as students and as supervisees. This role ambiguity is a result of the learning and training approaches implemented in the

US, which are different than the approaches implemented in their home countries.

Redefining their role as students and supervisees in the US academic system is a challenge that is faced by many international counseling trainees.

During the process of trying to navigate their role as students in the US, international counseling trainees also deal with stereotypes, which are mostly associated with their nationality and/or ethnicity. Killian (2001) found that supervisors made faulty generalizations regarding international students. It is more appropriate for supervisors to use generalizations that are derived from research when approaching international supervisees, however, supervisors need to ensure that the source of generalized knowledge is empirical and reliable (Seo, 2011).

Another challenge identified by both international counseling supervisees and their American supervisors is the lack of relevance of their training in the US to their home countries (Killian, 2001). One participant in Killian's study, who was a male supervisor from South America, stated his frustration with the following sentence; "I think it is a little arrogant and a bit unsettling to think that you can take someone from Kuwait, teach them how to do therapy in the United States, and that that is going to be applicable to Kuwait" (p. 77). The majority of international students plan on returning to their country upon graduation; however they do not perceive the training they receive in the US to effectively prepare them to work in their home culture. This issue can interfere with the motivation of international students in their development as novice counselors.

Reynolds and Constantine (2007) assert that the research literature indicates that international students are at a high risk for experiencing difficulties in cultural adjustment. The loss of their primary support is possibly exacerbated by their collectivist



orientation (Reynolds & Constantine, 2009; Wedding, McCartney, & Currey, 2009), and trying to navigate in a new strange land can increase the likelihood of experiencing a cultural shock. According to Moores and Popaduik (2011), the research literature suggests that international students experience transition problems and can be considered a vulnerable population. There are several factors that contribute to the issue of vulnerability of this population. Gerstein and Egisdottir (2007) summarize the possible reasons in the following quote.

Faced with a possible new language, different or new social, cultural, political, religious, and economic infrastructures; different norms, values, and behaviors; a potentially unique or new psychological philosophy, disposition, and framework; a new landscape; and numerous other factors (e.g., operating outside one's own support system, frame of reference, cultural group, reward structure, comfort zone, and/or home country) can be daunting, exhilarating, and motivating challenge (pp. 125-126).

Such challenges are also likely to impact the supervisory process for international counseling students. These students might be challenged by clients' issues simply because they have not been exposed to such things before. It is a responsibility of the US supervisors to create a safe environment for international counseling supervisees to feel comfortable enough to bring up issues, which may challenge them because of their cultural or religious values. For instance, an Asian international counseling student might have a hard time counseling an adolescent who is disobeying his or her parents; or a Muslim international counseling student might find it hard to work with a mother who is planning an abortion. Hopefully, supervisors can establish the type of relationship with

international counseling supervisees that enable them to discuss such cross-cultural issues in supervision. It is intended that knowledge gathered from the current study can inform US supervisors who work with international supervisees regarding the importance of multicultural competence and multicultural discussions.

### **Worldview: Collectivism and Individualism**

Researchers have utilized a variety of constructs to describe cross-cultural differences in the helping professions. One of the constructs that have been widely examined in the counseling and psychology literature is the concept of worldview (collectivism vs. individualism). According to the *Open Doors* report, 49% of international students enrolled in the US institutions in the 2012-2013 academic year came from three Asian countries: China (29%; 235,597), India (12%; 96,754), and South Korea (9%; 70,627) (Institute of International Education, 2013). These top three countries are located in the continent of Asia, and Asian cultures are known for their collectivist orientation. In collectivist cultures, people identify themselves through their relationships with people around them, while in individualistic cultures people identify themselves with personal features. Similarly, the support system in collectivist cultures tends to be external (i.e., friends and family), whereas internal support (self) is more common to be observed in individualistic cultures. International students typically lose their primary support system when they move to the US. International students who come from collectivistic cultures may be more likely to experience stress and confusion in adjusting to the more individualistic American culture, and may struggle to understand the individualistic values espoused by American counseling supervisors and clients. This

transition itself may result in adjustment issues, which initially influence one's well-being and overall academic success.

Worldview, which refers to the constructs of individualism and collectivism, is one of the most widely referenced constructs in the multicultural literature. *Collectivism* is defined as “a worldview based on the assumption that groups bind and mutually obligate individuals—the personal is simply a component of the social”, and *individualism* is defined “as a worldview that centralizes the personal—personal goals, personal uniqueness, and personal control—and peripheralizes the social (Oyserman, Coon, & Kemmelmeier, 2002, p. 5). Worldview has been found to influence basic psychological processes, such as emotions and cognitions (Williams, 2003). Even though these constructs are widely used to address cultural differences between individuals, the results from existing studies regarding the influence of worldview have been inconclusive, if not contrary. Researchers debated whether these two constructs are polythetic (both existing at the same time) or two opposite end of a bipolar continuum (Williams, 2003). Seo's (2011) study supported the notion that individuals can present the characteristics of individualism and collectivism concurrently. In their meta-analysis of 170 studies, Oyserman, Coon, and Kemmelmeier (2002) found that (European) Americans differ in their worldview from others and worldview does influence basic psychological processes. However, they concluded that the finding on the constructs of individualism and collectivism may only be generalizable to countries where the studies are conducted.

Despite the inconclusiveness of the research literature on collectivism and individualism, there appears to be consensus that a culture's core set of values derives

from individualism and collectivism, and these two constructs can serve as guiding principles in both intrapersonal and interpersonal relationships (Williams, 2003). It is empirically sound to state that worldview directly influences the decision making process of individuals as well as contextual variables. The empirical research in the area of social cognition repeatedly supported the notion that individuals' judgments and decisions are influenced by the time of the judgment, indicating that people's decision can differ regarding the exact same issue depending on when the judgment is made (Oyserman, Coon, & Kemmelmeier, 2002) indicating that contextual variables influence decision making process as much as cultural values. Supervisors should be cautious in assuming that persons of a particular culture are likely to be either collectivistic or individualistic as there appears to be considerable variation within cultures, and because a person's decision-making tends to be more context specific. It would be a disservice to assume that a South Korean client would be collectivist without gathering knowledge regarding their worldview. Seo (2011) found that "nationality per se may not affect the perceptions of counseling approaches emphasizing the expression of different emotions" (p. 260). Therefore, supervisors need to assess supervisees expressed values in regards to collectivism and individualism (Hunter, 2008). For example, McCarthy (2005) stated, in individualistic cultures, people value self-responsibility and independence, whereas in collectivist cultures, people value harmony and respect. In his empirical study with 127 South Korean international students, Seo (2010) validated the need for recognizing the differentiated characteristics of minority groups in the US. For instance, South Korean international students, regardless of their level of adherence to individualism or collectivism, favored the counselor who emphasized clients' emotional expression

compared to counselors who emphasized cognitions (Seo, 2010). In another study of 192 Korean students, Seo (2011) found that more individualistic clients favored the individualistic counselors over the collectivist counselors, and vice versa.

Studies on supervising international students often refer to the concept of worldview as a point of reference to emphasize the difference in perception between international supervisees and US supervisors. Supervisors are not only invited to pay attention to the differences between the cultures of home and host country, but they are also asked to actively contribute to the adjustment process by having discussions regarding cultural differences. It is important that US supervisors consider the significant differences between the international students' home culture and the US culture (Moore & Popaduk, 2011, p. 291). US supervisors may need to act as cultural ambassadors introducing American culture to international supervisees, and help supervisees to become acquainted with the cultural differences that are relevant to the helping process.

### **The Role of Supervision in International Counseling Supervisee's Self-efficacy**

Bernard and Goodyear (2009) stated that individual differences among supervisees and supervisors have a direct relationship with the supervision process and outcomes. Clear understanding of the individual differences between an international supervisee and US supervisor can lead to better outcomes in supervision (Nilsson, 2007). Nilsson and Anderson (2004) found that international students who had lower levels of acculturation reported "less counseling self-efficacy, weaker supervisory working alliances, more role difficulties in supervision, and more discussion of cultural issues in supervision" (p. 306). The key supervisory constructs for the study will be introduced next.

## **Counseling Self-Efficacy**

The construct of self-efficacy has received a great deal of attention in the field of counseling. Research has revealed that counselors' self-efficacy affects the decision making process in counseling (Mullen, Lambie, & Conley, 2014). Mullen et al. (2014) found that counselors often lack the confidence to resolve a problem when they encounter an uncomfortable situation, and this can result in poor decision-making or avoidant behavior. A study conducted with 188 female and 45 male counselor trainees explored the counselor self-efficacy of students based on their age, gender, and ethnicity characteristics (Lam, Tracz, & Lucey, 2013). The researchers did not find any significant differences between genders nor among age groups. However, they found significant differences amongst ethnic groups. The results from the study suggested that Asian and White students have lower levels of counselor self-efficacy compared to other ethnic groups.

Barbee, Scherer, and Combs (2003) investigated the relationship between counselor self-efficacy and anxiety. The researchers found that pre-practicum (a course offered in that particular institution where the data was collected), which is a more structured and supervised version of practicum and internship, was significantly associated with higher levels of counselor self-efficacy and lower levels of anxiety. They also found a strong relationship between students who had completed counseling related course work and counselor self-efficacy, indicating that students who completed more coursework felt more confident in carrying out counseling related tasks. Also, previous counseling related work was a significant predictor of higher levels of counseling self-efficacy. A study conducted in the United Arab Emirates examined the relationship

between counselor self-efficacy and state and trait anxiety (Al-Darmaki, 2004). The study results supported the previously stated notion that training increased the counselor self-efficacy and decreased the level of state and trait anxiety.

Lent et al. (2006), in their study with 110 counselor trainees, found that client specific counselor self-efficacy was related to overall counseling self-efficacy, and counseling self-efficacy increased significantly over sessions. Counselor self-efficacy was also found to significantly relate to counselor's evaluation of session quality.

The role of supervisors in the development of counseling trainees' self-efficacy is widely discussed in the literature. Larson (1998) mentioned the significant role supervisors play in supporting the counseling trainees' self-efficacy development, and the author argued that supervisors do that by modeling and feedback. Another study found that multicultural discussion in supervision is likely to have a positive impact on counselor self-efficacy as well as supervisory working alliance (Nilsson & Anderson, 2004). Furthermore, several studies reported the relationship between supervisory satisfaction and counselor self-efficacy (e.g., Berger, 2013; Fernando & Hulse-Killacky, 2005). However, few studies have examined counseling self-efficacy among international counseling students. Smith and Ng (2009) found that international students' counseling self-efficacy was positively associated with supervisory working alliance.

### **Supervisory Working Alliance**

Gnilka, Chang, and Dew (2012), in their quantitative study with 232 counselor supervisees, found that working alliance and supervisory working alliance was positively related to coping resources and negatively related to perceived stress. The results indicated that situational control, which is a coping resource, was a significant predictor

of supervisory working alliance. Supervisees who reported being able to control their environments reported a stronger working alliance. Sterner (2009) investigated the supervisee's perception of supervision and its influence on work related stress and work satisfaction. Results suggested that positive supervisory working alliance is associated with higher levels of satisfaction with work, and a stronger supervisory working alliance was associated with lower levels of work related stress. Results from Sterner's (2009) study indicate the importance of establishing a strong supervisory alliance to help supervisees develop higher levels of satisfaction with work and lower levels of work related stress. If the similar scenario was considered in the context of fieldwork (e.g., internship) for counselor trainees, it would be empirically sound to conclude that a strong supervisory working alliance will result in satisfaction with supervision and reduced fieldwork related stress among counselor trainees. The author concludes that supervisors need to be aware that they have a significant influence on supervisees' perception of their ability to meet expectations, and a strong supervisory working alliance can possibly result in a sense of personal satisfaction.

Parcover and Swanson (2013), in their qualitative study, looked at the nature and importance of supervisory working alliance. The findings from their study suggested that a strong supervisory alliance is in correlation with satisfaction with supervision, more productive use of supervision time, and effective learning experiences. The authors suggest that supervisors should work toward a collaborative nature of supervisory working alliance, and increasing the congruency between supervisor and supervisee's perception regarding expectations. They found that the supervisory working alliance



decreased if supervisors were unaware of their supervisees' struggles. They recommend that supervisors foster an environment where supervisees can bring up their struggles.

Logan (2010), in her quantitative study with 50 supervisory dyads (50 white supervisors; 33 white supervisees and 17 supervisee of color), found that supervisee race did not influence working alliance, however, "supervisees' perceived decreases in the supervisory bond over time when supervisors possessed significantly more advanced racial attitudes than supervisees and the dyad had an overall low average of racial attitudes" (p. 21). The author concluded that findings emphasize the importance of infusing multicultural training. A concept that was repeatedly mentioned in the literature as an important aspect of developing a strong supervisory working alliance was the supervisor's willingness to discuss cultural differences with their international counseling supervisee (e.g., Seo, 2010; Caskie, 2009). Researchers believed that counseling faculty is well suited to navigate through cultural differences in developing a strong working alliance simply because of the fact that counselor faculty receives multicultural training (Rice et al., 2009).

Supervisors must pay close attention to the quality of the supervisory relationship when working with international supervisees. Considering a vast majority of international students have communal values, it is possible that they would pay more attention to the quality of the relationships they have with their supervisors. According to Nilsson and Anderson (2004), the establishment of a strong supervisory working alliance is necessary to help international students manage possible barriers in counseling and supervision (e.g., cultural or language barriers), and a weak working alliance can inhibit the development of international counseling trainees. Rice et al. (2009) found that

international students, who were dissatisfied with their supervisors, reported a substantially poorer working alliance. Participants of the study, who were dissatisfied with supervision, reported the following characteristics of their supervisor: lacking guidance, poor feedback, excessive demands, impersonal, disrespectful, and abusive” (p. 388).

Many studies have found a positive relationship between counseling self-efficacy and supervisory working alliance (e.g., Chopra, 2013; Inman, 2006; Nilsson & Anderson, 2004). However, McCarthy’s (2012), in her qualitative study, found, in contrast to most studies in the literature, that supervisory working alliance was not a significant predictor of counselor self-efficacy. As can be seen, the results in existing literature are not consistent regarding the relationship between supervisory working alliance and counselor self-efficacy. Therefore, there is a need for more comprehensive analysis to determine what moderates the relationship between these two constructs. The current study will investigate if the frequency of multicultural discussions serves as a moderator variable between supervisory working alliance and counselor self-efficacy.

### **Role Ambiguity in Supervision**

Role ambiguity in supervision is defined as a lack of understanding of the supervisee regarding what is expected of them and how such expectations are to be achieved (Nilsson & Anderson, 2004). The literature indicates that there is a relationship between role ambiguity and counselor self-efficacy. Olk and Friedlander (1992) reported that higher levels of role ambiguity are associated with lower level of supervisory satisfaction. They reported that role ambiguity is more commonly seen among beginning counselors (Olk & Friedlander, 1992). Considering all counseling trainees in counseling

training programs, technically, are beginning counselors, it is possible observe role ambiguity, rather than role confusion, when supervising novice counselors. Nelson and Friedlander (2001) discussed that conflict in supervision can inhibit the development of counseling self-efficacy. Many international supervisees might not be aware of the rules because of not being familiar with the American education system and the individualistic values that influence models of therapy and client's worldviews.

Supervisors can assist international counseling supervisees in discussing the expectations for supervision. International supervisees might be raised in a culture that emphasizes hierarchical relationships, and they might expect their supervisor to tell them what to do and what not to do. However, if the supervisor is unfamiliar with the supervisees' cultural background (e.g., perception of authority figure) and chooses to function from a theory which emphasizes equality, such as the case with a Client-Centered approach, the supervisor might increase the supervisee's role ambiguity (Wedding, McCartney, & Currey, 2009). Supervisors can engage in multicultural discussions with international supervisee regarding their role ambiguity, how their worldview and that of the client may vary, and how the approaches used in the US may contrast with the culture and worldview of the international counseling students' native culture. Supervisors of international counseling supervisees can also clearly explain their expectations, responsibilities of each person involved, evaluation process, and consequences of poor performance (Nilsson & Anderson, 2004). For instance, self-disclosure is perceived as a sign of weakness in some cultures, and self-disclosing to an individual, who is seen as an authority figure, may not be a preferred conduct in supervision for international trainees. Therefore, US supervisors must clearly state their

expectations from the international supervisee regarding self-disclosure and explain the importance of that for the training purposes.

### **Acculturation**

Acculturation is the process of adjusting to a new culture. It is not necessarily a negative experience; in fact, it has more of a positive connotation. However, acculturative stress refers to the discomfort and challenges experienced by individuals in the process of adjustment to a new cultural environment. “Cross-cultural psychology has demonstrated important links between cultural context and individual behavioral development” (Berry, 1997, p. 5). Berry (1997) is one of the most cited authors in the area of acculturation, and he asserts that the acculturation process is influenced by both social and personal variables such as home and host countries.

Berry (1997) presents acculturation strategies for two issues: cultural maintenance (to what extent individuals strive for maintaining their culture) and contact and participation (to what extent should or should not participate in other cultural groups). Four acculturation strategies proposed by Berry’s (1997) conceptual study are: assimilation, separation, integration, and marginalization. Assimilation is defined as individuals losing their culture and practicing the dominant culture, while separation is the opposite of assimilation and refers to individuals maintaining their culture and not having contact with the dominant culture. Integration is defined as individuals maintaining their culture while having contact with other cultures. Finally, marginalization is defined as not being able to maintain one’s culture while having a little to no contact with other cultures (Berry, 1997).

Acculturation and worldview are two different constructs, however, acculturation to the US is partially measured by the level of individualistic characteristics people hold. International students who are less acculturated report a higher frequency of multicultural discussions in supervision, which may indicate that these students were less familiar with the US culture (Seo, 2010). Mori et al. (2009) found that international students with lower levels of acculturation and who had frequent multicultural discussion in supervision reported higher level of supervisory satisfaction. Nilsson and Anderson (2004) found that being in the early stages of acculturation may interfere with the development of counseling self-efficacy for international students, and it may also cause more difficulties in international trainees' work with clients and supervisors. Bofo-Arthur (2013) stated that group counseling can positively contribute to acculturation process by helping international students increase their social network, create a sense of community, and decrease the feelings of isolation and alienation.

### **Multicultural Discussions in Supervision**

Incorporation of multiculturalism in supervision has recently received more attention in the field of counseling, and supervisors are expected not only to be sensitive but also to address any multicultural issue with their supervisees (Chopra, 2013). According to Chopra (2013), failure to address cultural issues in supervision decreases the supervisory working alliance. Inman's (2006) found that supervisor's multicultural competency was positively correlated with supervisory satisfaction and working alliance.

Inman (2006) introduces the concept of culturally responsive supervisory relationship, which is defined as when supervisors foster an environment that encourages

multicultural discussions. Research suggests that counseling trainees' perception of their supervisors' multicultural competence has an influence on supervisory relationship (e.g., Mori et al., 2009). In their quantitative study conducted with international counseling students, the researchers found that multicultural discussions in supervision partially mediated the relationship between supervisory satisfaction and perceived supervisor cultural competence (Mori et al., 2009). In other words, supervisors might lack cultural competence, but multicultural discussions can enable supervisors to effectively work with international supervisees. The authors found that the level of acculturation and the degree of multicultural discussions were significant predictors of supervisory satisfaction for international counseling students. International students who had engaged in multicultural discussion with their supervisors reported greater satisfaction with supervision (Mori et al., 2009).

To understand the cultural differences between the US supervisors and international supervisees, it is beneficial to introduce the notion of group membership at this point. It is very likely that international students perception of authority and perception of the roles and responsibilities in a hierarchical relationship will be different than their supervisors. International supervisees' interpretation of the messages given by their supervisor will be impacted by whether they perceive their supervisor as an in-group or out-group member. According to Oyserman, Coon, and Kemmelmeier (2002), individuals are likely to differ in (a) how they treat in-group and out-group members, and (b) what they understand to be reinforcing and rewarding. US supervisors must pay close attention to the concept of group membership, and they should keep in mind that international counseling supervisees might be more mistrustful than domestic counseling supervisees. Oyserman,

Coon, and Kemmelmeier (2002) state that Americans are more likely than persons from other cultures to ignore contextual variables.

Nilsson and Anderson (2004) stated that multicultural discussions in supervision can help international students learn about ways in which they can manage cultural and language barriers they encounter in the host country. Multicultural discussions in supervision are associated with higher counselor self-efficacy, stronger working alliance, and lower levels of role ambiguity (Nilsson & Anderson, 2004), and higher levels of supervisory satisfaction (Mori et al., 2009). Multicultural discussions also found to help with the acculturation process and facilitate professional growth (Nilsson & Anderson, 2004). The literature has been consistent about the benefit international students can receive from multicultural discussions in supervision.

### **Potential Contribution**

Nilsson (2000) emphasized the lack of empirical studies examining the difference between the US supervisees and international supervisees. The existing literature supports the fact that ethnic and racial identity is correlated with trainees' supervisory satisfaction. It can be hypothesized that multicultural discussions in university supervision with international counseling supervisees will moderate the relationship among several important supervision constructs, including the relationship between (a) acculturation to the US and counselor self-efficacy, (b) supervisory working alliance and counselor self-efficacy, and (c) role ambiguity in supervision and supervisory working alliance. The results from the study will also enable the researcher to make conclusions regarding what contributes to international counselor trainees' self-efficacy.

## **CHAPTER THREE: METHODOLOGY**

This chapter will introduce the methodology for the study including research questions, hypotheses, sample, instruments, data collection and data analysis.

### **Research Design**

This study used a quantitative design to investigating the frequency of multicultural discussion as a moderator between the primary constructs of interest, which are: working alliance, acculturation, role ambiguity, and counseling self-efficacy. Data for the study is de-identified and secondary, and it was obtained from Dr. Kok-Mun Ng (professor of counseling at Oregon State University) via e-mail following the IRB approval.

### **Research Questions and Hypotheses**

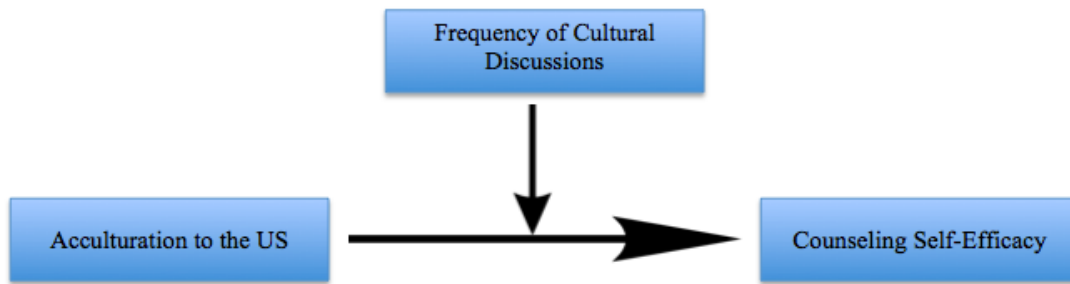
The study has the following research questions and hypotheses:

#### **Research Question 1**

Does the frequency of cultural discussions in university supervision, as perceived by international counseling supervisees, moderate the relationship between acculturation to the US and counseling self-efficacy among international counseling students in the US?

**Hypothesis 1.** The frequency of cultural discussions in university supervision, as perceived by international counseling supervisees, moderates the relationship between acculturation to the US and counseling self-efficacy among international counseling students in the US.



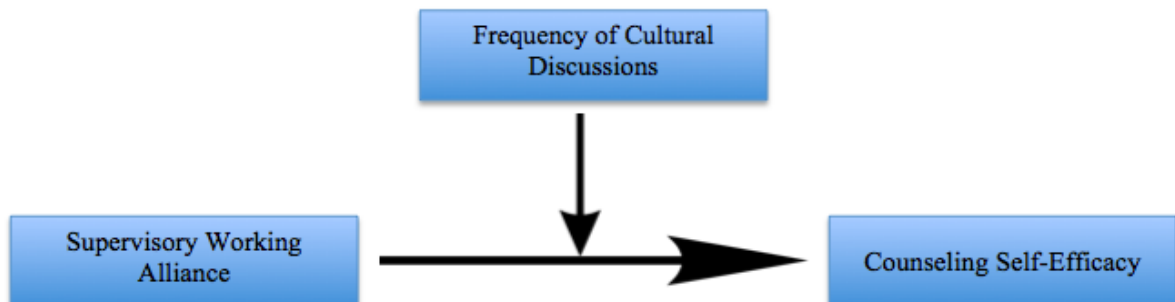


**Diagram 1.** Conceptual moderation model for research question 1

### Research Question 2

Does the frequency of cultural discussions in university supervision, as perceived by international counseling supervisees, moderate the relationship between supervisory working alliance and counseling self-efficacy among international counseling students in the US?

**Hypothesis 2.** The frequency of cultural discussions in university supervision, as perceived by international counseling supervisees, moderate the relationship between supervisory working alliance and counseling self-efficacy among international counseling students in the US.

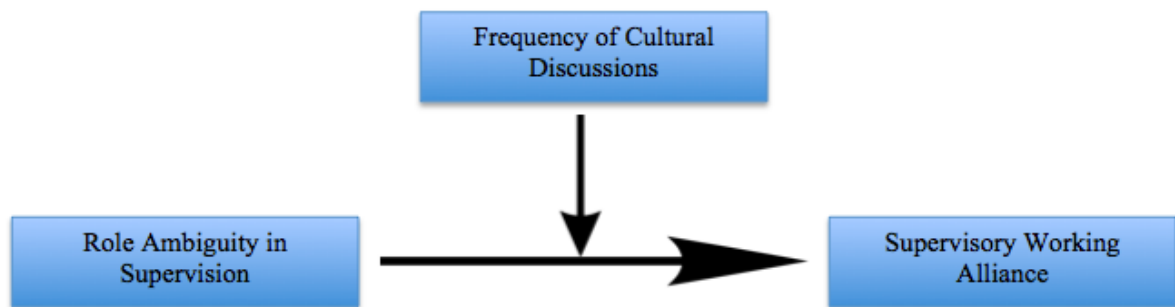


**Diagram 2.** Conceptual moderation model for research question 2

### Research Question 3

Does the frequency of cultural discussions in university supervision, as perceived by international counseling supervisees, moderate the relationship between role ambiguity in supervision and supervisory working alliance among international counseling students in the US?

**Hypothesis 3.** The frequency of cultural discussions in university supervision, as perceived by international counseling supervisees, moderates the relationship between role ambiguity in supervision and supervisory working alliance among international counseling students in the US.



**Diagram 3.** Conceptual moderation model for research question 3

### Participants

Participants for Ng and Smith's (2012) study consisted of 71 international counseling students enrolled on the US institutions. Of these students, there were 58 females and 13 males. Age of the participants ranged from 23 to 50 with a mean of 30.66. One participant did not report age. A total of 21 countries were presented in the sample. The total number of years spent in the US ranged from .75 to 12 with a mean of 4.15. In terms of training level, 41 participants were master's level and 30 were doctoral level

students. In terms of their placement in fieldwork, 29 were practicum, 18 were in first internship, 13 were in second internship and 9 were in third internship (Ng & Smith, 2012).

### **Instrumentation**

A demographic questionnaire and five assessment instruments were utilized for the study: Working Alliance Inventory-Supervisee Form (WAI-S), International Student Supervision Scale (ISSS), American-International Relations Scale (AIRS), Role Conflict and Role Ambiguity Inventory (RCRAI), Counselor Self-Estimate Inventory (COSE). Description and validity/reliability information of the instruments are discussed next.

#### **Working Alliance Inventory-Supervisee Form (WAI-S)**

Horvath and Greenberg (1989) developed the Working Alliance Inventory to measure therapeutic working alliance. The scale was later adopted for supervision measuring the supervisory working alliance. The WAI-S is one of the most commonly used instruments when measuring the construct of supervisory working alliance.

The instrument consists of 36 items on a 7-point Likert-type scale. Supervisees rate their supervisory experience, and the higher score is associated with greater strength in working alliance. The WAI-S has three subscales; goals, tasks, and bond. Scores on each subscale ranges from 7 to 84 with higher scores being associated with higher level of alliance. Studies suggested that the reliability is adequate, and the composite reliability estimate for the instrument is .87. Bahrnick (1989), for expert ratings of item relevance, reported the following inter-rater reliability for each subscale: 64% for the task scale, 97.6% for the bond scale, and 60% for the goal scale.

Ng and Smith (2011) utilized the total score from WAI-S due to high inter-correlations among subscales. They reported the internal consistency of .97 for the sample.

### **International Student Supervision Scale (ISSS)**

The International Student Supervision Scale (ISSS) was developed by Nilsson and Dodds (2006), and it is used developed to measure the supervisory issues unique to international students. In the initial factor analyses, Nilsson and Dodds (2006) found good internal consistency. The authors utilized American-International Relations Scale (AIRS) in the initial analyses and found correlations between ISSS and supervisees satisfaction with supervision, acculturation, and supervisors' multicultural sensitivity.

The instrument consists of 17 questions and two subscales; multicultural discussion (14 items) and supervisee's cultural knowledge (3 items). Internal consistency for ISSS-MD was reported as .94, while the internal consistency for ISSS-SCK was reported as .58 (Nilsson & Dodds, 2006). ISSS-MD assesses the level of frequency of the cultural discussions in supervision, and participants were asked to rate each item on a 5-point Likert-Type scale (1=not at all, 5=very much so). Ng and Smith (2011) only utilized the ISSS-MD because ISSS-SCK had very low internal consistency. There have not been many studies examining the psychometrics of ISSS since it was developed.

In terms of validity of ISSS, Nilsson and Dods (2006) reported that students with lower level of acculturation reported higher frequency of multicultural discussion, and students with higher multicultural discussions reported higher level of satisfaction with supervision (Ng & Smith, 2011).

### **American-International Relations Scale (AIRS)**

AIRS developed by Sodowsky and Plake (1991) measures foreign individuals' level of acculturation the US culture. AIRS consist of 34 questions, and the items are either on a 6-point Likert-type scale or multiple-choice questions. Higher scores on AIRS are associated with lower levels of acculturation. It has three subscales: perceived prejudice, acculturation, and language use. The validity of AIRS is reported as .89. The higher score is associated with higher level of acculturation.

### **Role Conflict and Role Ambiguity Inventory (RCRAI)**

The instrument was developed by Olk and Friedlander (1992), and it consists of 29 items on a Likert-type scale. Higher scores are associated with higher level of role ambiguity and role conflict. The instrument has two subscales; role ambiguity and role conflict. Ng and Smith (2011) only utilized the RA scores due to the high correlation between two subscales. It was also noted by the developers that role confusion develops more in advance level trainees, while role ambiguity is more common in beginning level trainees (Olk & Friedlander, 1992). Also, the correlation between RA and RI was high for the current sample,  $r=.81$  (Ng & Smith, 2011).

RA measures supervisees' level of uncertainties in the following areas: supervisory expectations, performance related expectations, and supervisors' evaluation criteria. The internal consistency for RA subscale was reported as .91. The current sample had the internal consistency of .96.

### **Counseling Self Estimate Inventory (COSE)**

The COSE was developed by Larson et al. (1992), and it is a measure of self-efficacy for counseling supervisees. The COSE is a 37-item instrument, and each item is

rated on a six point Likert-Type scale, scores ranging from 1 (strongly disagree) to 6 (strongly agree). Higher scores on the scale indicate higher perceptions of self-efficacy.

Larson et al. (1992), in their validation study of COSE ( $N=217$ ), reported the following scores for internal consistencies. “For COSE total,  $\alpha = .93$ ; for Micro-skills,  $\alpha = .88$ ; for Process  $\alpha = .87$ ; for Difficult Client Behaviors,  $\alpha = .80$ ; for Cultural Competence,  $\alpha = .78$ ; and for Awareness of Values,  $\alpha = .62$ ” (Larson et al., 1992, p. 109).

Larson et al. (1992) also conducted a study to determine the test-retest reliability of the instrument. They utilized COSE-Short Form (COSE-SF) a shorter version of COSE, which only consists of 30 items instead of 37. The reliability results from three-week test-retest study are as following: “for COSE-SF total,  $r = .87$ ; for Micro-skills,  $r = .68$ ; for Process,  $r = .74$ ; for Difficult Client Behaviors,  $r = .80$ ; for Cultural Competence,  $r = .71$ ; and for Awareness of Values,  $r = .83$ ” (Larson et al., 1992, p. 112).

### **Operational Definitions of the Variables of Interest**

#### **Counselor Self-Efficacy:**

Counselor self-efficacy was operationalized as counselor’s self estimates of future performance. It was measured by Counselor Self-Estimate Inventory(COSE), which consists of 37 items (6-point Likert-type scale) and scores range from 37 to 222. The total score of on the scale represented the level of counselor self-efficacy for each subject. Higher scores on the scale indicated higher level of counselor self-efficacy

#### **Supervisory Working Alliance:**

Supervisory working Alliance was operationalized as goal, tasks, and bond of the working alliance between the university supervisor and international supervisee. It was measured by Working Alliance Inventory-Supervisee Form (WAI-S), which consists of

36 questions (7-point Likert-type scale) and scores range from 36 to 252. Higher scores on the scale are associated with greater strength in supervisory working alliance.

**Acculturation:**

Acculturation was operationalized as participants' level of acceptance of American culture, English language use, and perceived level of acceptance by Americans. It was measured by American-International Relations Scale (AIRS), which consists of 34 items and scores range from 32 to 196. Higher scores are associated with lower level of acculturation.

**Role Ambiguity in Supervision:**

Role ambiguity was operationalized as supervisees' uncertainties about supervisory expectations, performance related expectations, and evaluation criteria. It was measured by the Role Ambiguity subscale of Role Conflict and Role Ambiguity Inventory (RCRAI). Role Ambiguity subscale consists of 16 questions (5-point Likert-type scale) and scores range from 16 to 80. Higher scores indicate greater role ambiguity.

**Multicultural Discussions:**

Multicultural discussion was operationalized as the frequency of cultural discussions in university supervision on issues unique to international supervisees. It was measured by the Multicultural Discussion (ISSS-MD) subscale of International Student Supervision Scale (ISSS). ISSS-MD consists of 14 questions (5-point Likert-type scale) and scores range from 14 to 70. Higher scores indicate more frequent discussions on cultural issues.

### **Data Collection**

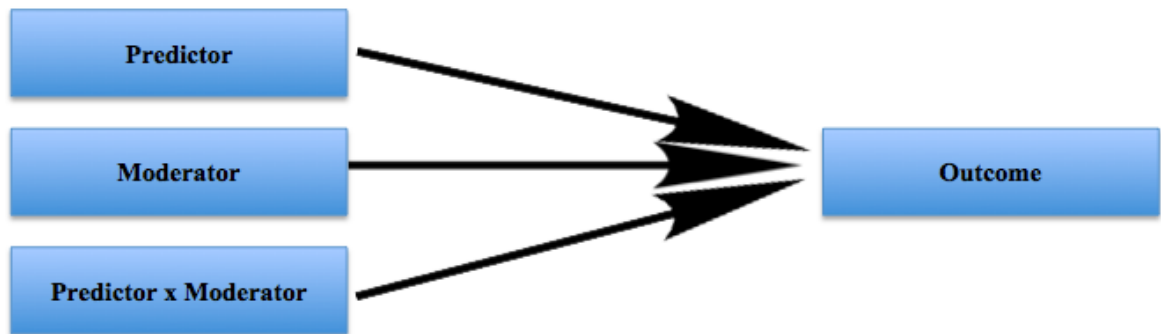
This study will utilize de-identified secondary data. After the IRB approval is obtained, the researcher will get in contact with Dr. Ng to request the de-identified data. Dr. Ng will deliver the data via e-mail along with a consent, which will indicate the permission for the usage of the data. Dr. Ng has indicated his willingness to hold a video call if the further explanation is needed regarding the data.

### **Data Analysis**

In their study, Ng and Smith (2012) already stated that they have screened the data for missing values and made the necessary transformations. Missing data was replaced with respective series mean values. Researchers also tested for assumptions of linearity, and they transformed variables that were skewed (e.g., skewness to standard error of skewness ratio was greater than two). The following variables were transformed before conducting the final analyses: role ambiguity in supervision, supervisory working alliance, and language use of AIRS. After the de-identified data is received from Dr. Ng, the researcher will conduct three moderation analyses to answer each research question. As can be seen in Diagram 4 below, interaction variable (Predictor x Moderator) is needed to run the moderation analysis. In order to create the interaction variable, the researcher will first center the predictor and moderator variables by using the grand mean centering method. After centering the predictor and moderator variable, the researcher will use the “compute” command in SPSS to create the interaction variable by multiplying centralized predictor scores with centralized moderator scores. Then, all three variables (predictor, moderator, and interaction) will be entered as predictors into a regression model to run the analysis. The researcher will compute three different



interaction variables and run three independent regression analyses to answer each research question.



**Diagram 4.** Conceptual model for moderation analysis

### **Human Participants and Ethics Precautions**

Since this study will be utilizing a secondary data, no human participant will be contacted. The data will be de-identified; therefore the researcher will have no possibility of identifying the individuals in the sample. To adhere to the IRB requirements, the data will not be obtained from Dr. Ng until the IRB approval is obtained.

## CHAPTER FOUR: RESULTS

This chapter will present the descriptive statistics and the results from data analyses gathered by utilizing statistical software SPSS. The analyses will be presented both in tabular and narrative format. Each research question will be explored based on the results from moderation analyses.

### **Descriptive Statistics of the Sample**

Participants from Ng and Smith's (2012) study consisted of 71 international counseling students enrolled in US institutions. Of these students, there were 58 females and 13 males (Table 4.1). The age of the participants ranged from 23 to 50 with a mean of 30.66. One participant did not report age. A total of 21 countries were presented in the sample (Table 4.2). A total number of years spent in the US ranged from .75 to 12 with a mean of 4.15. In terms of training level, 41 participants were master's level and 30 were doctoral level students (Table 4.3). Table 4.4 indicates program types. In terms of their placement in fieldwork, 29 in were practicum, 18 were in their first internship, 13 were in their second internship and 9 were in their third internship; and two participants did not report their placement in fieldwork (Table 4.5). All tables below were created based on the information provided by Ng and Smith (2012).

Table 1.1

#### *Descriptive Analysis of Sample – Gender*

	Frequency	Percent
Female	58	81.7
Male	13	18.3
Total	71	100

Table 1.2

*Descriptive Analysis of Sample – Country*

	Frequency	Percent
Botswana	1	1.4
Cameroon	1	1.4
China	6	8.5
Hong Kong	2	2.8
Hungary	1	1.4
India	5	7.0
Indonesia	1	1.4
Japan	9	12.7
Kenya	2	2.8
Malaysia	4	5.6
Mexico	2	2.8
Nigeria	1	1.4
Palestine	1	1.4
Romania	1	1.4
South Korea	6	8.4
Spain	1	1.4
St. Lucia	1	1.4
Taiwan	21	29.6
Thailand	1	1.4
Uganda	2	2.8
Ukraine	1	1.4
Missing	1	1.4
Total	71	100.0

Table 1.3

*Descriptive Analysis of Sample – Level*

	Frequency	Percent
Master	41	57.7
Doctorate	30	42.3
Total	71	100

Table 1.4

*Descriptive Analysis of Sample – Program Type*

	Frequency	Percent
<b>Master's</b>		
Career Counseling	1	1.4
College Counseling	1	1.4
Community Counseling	20	28.2
Counseling Psychology	1	1.4
Educational Specialist in Counseling	1	1.4
Marriage, Couple, and Family Counseling	1	1.4
Mental Health Counseling	6	8.5
Pastoral Counseling	1	1.4
Rehabilitation Counseling	2	2.8
School Counseling	6	8.5
Student Affairs	1	1.4
<b>Doctoral</b>		
Counselor Education and Supervision and Professional Counseling	30	42.2
Total	71	100.0

Table 1.5

*Descriptive Analysis of Sample – Fieldwork Placement*

	Frequency	Percent
Practicum	29	40.8
First Internship	18	25.4
Second Internship	13	18.3
Third Internship	9	12.7
Total	69	97.2
Missing	2	2.8
Total	71	100.0

Table 1.6

*Descriptive Analysis of Sample – Accreditation*

	Frequency	Percent
CACREP	67	94.4
Non-CACREP	4	5.6
Total	71	100

**Missing Data and Assumptions**

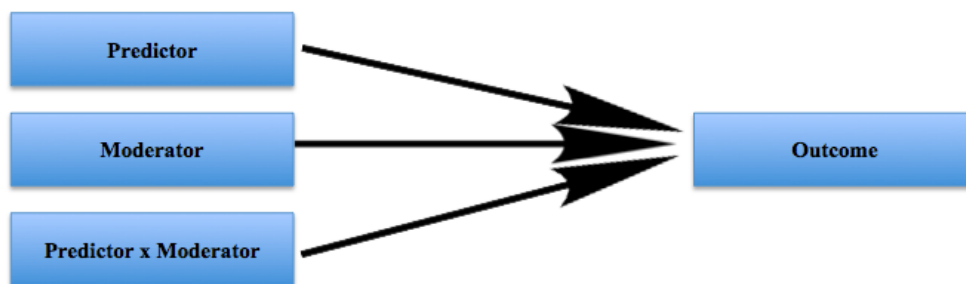
Ng and Smith (2012) reported that missing values were replaced with respective series mean values. The researchers also tested for assumptions of linearity, and they transformed variables that were skewed (e.g., skewness to standard error of skewness ratio was greater than two). The following variables were transformed before conducting the final analyses: role ambiguity in supervision, supervisory working alliance, and language use of AIRS.

**Research Questions and Hypotheses**

The purpose of this study was to investigate whether international counseling supervisees' perceptions regarding the degree to which multicultural discussion occurred in their university supervision moderates the relationship among supervision related variables, including acculturation, counselor self-efficacy, supervisory working alliance, and role ambiguity in supervision. The research questions were: (a) Does the frequency of cultural discussions in university supervision, as perceived by international counseling supervisees, moderate the relationship between acculturation to the US and counseling self-efficacy among international counseling students in the US?, (b) Does the frequency of cultural discussions in university supervision, as perceived by international counseling supervisees, moderate the relationship between supervisory working alliance and

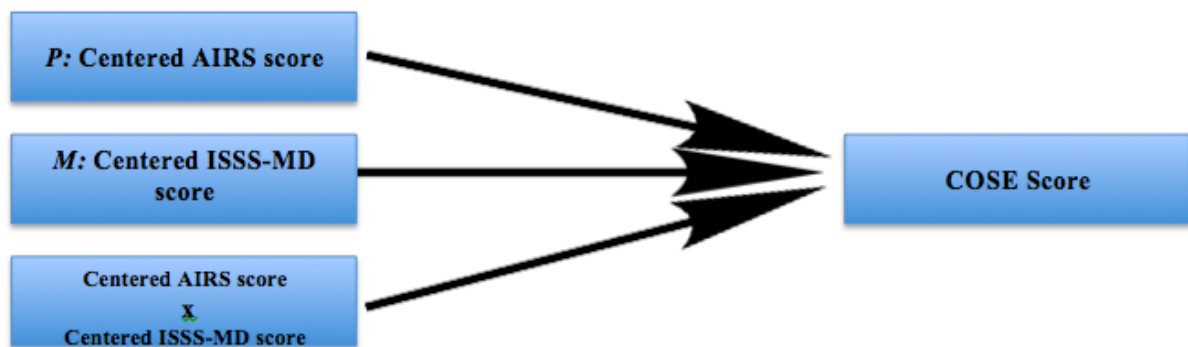
counseling self-efficacy among international counseling students in the US?, (c) Does the frequency of cultural discussions in university supervision, as perceived by international counseling supervisees, moderate the relationship between supervisory working alliance and counseling self-efficacy among international counseling students in the US?

Three moderation analyses were conducted utilizing SPSS to answer each research question. As can be seen in Diagram 5 below, interaction variable (Predictor x Moderator) was needed to run the moderation analysis. In order to create the interaction variable, the researcher first centered the predictor and moderator variables by using the grand mean centering method. After centering the predictor and moderator variable, the researcher used the “compute” command in SPSS to create the interaction variable by multiplying centralized predictor scores with centralized moderator scores. Then, all three variables (predictor, moderator, and interaction) were entered as predictors into a regression model to run the analysis. The researcher computed three different interaction variables and ran three independent regression analyses to answer each research question. The level of significance for all analyses was set at  $p < .05$ . The results from each moderation analyses are discussed next.



*Diagram 5. Conceptual model for moderation analysis*

**Research question 1.** The first research question was designed to determine if the frequency of cultural discussions in university supervision, as perceived by international counseling supervisees, moderated the relationship between acculturation to the US and counseling self-efficacy among international counseling students in the US. A regression analysis was run with the centered predictor (centered AIRS score), centered moderator (centered ISSS-MD score) and the interaction variable (centered AIRS score  $\times$  centered ISSS-MD score) as predictors. The outcome variable was the score on the Counseling Self Estimate Inventory (Diagram 6). It was hypothesized that the frequency of cultural discussions in university supervision, as perceived by international counseling supervisees, would moderate the relationship between acculturation to the US and counseling self-efficacy among international counseling students in the US.



*Diagram 6.* Statistical moderation model for research question 1

Results from regression analysis indicated that acculturation to the US ( $b = .013$ ,  $SE_b = .146$ ,  $\beta = .011$ ,  $p = .927$ ) and frequency of cultural discussions ( $b = .110$ ,  $SE_b = .205$ ,  $\beta = .070$ ,  $p = .592$ ) were not associated with counselor self-efficacy among international counseling students in the US. The interaction between acculturation to the

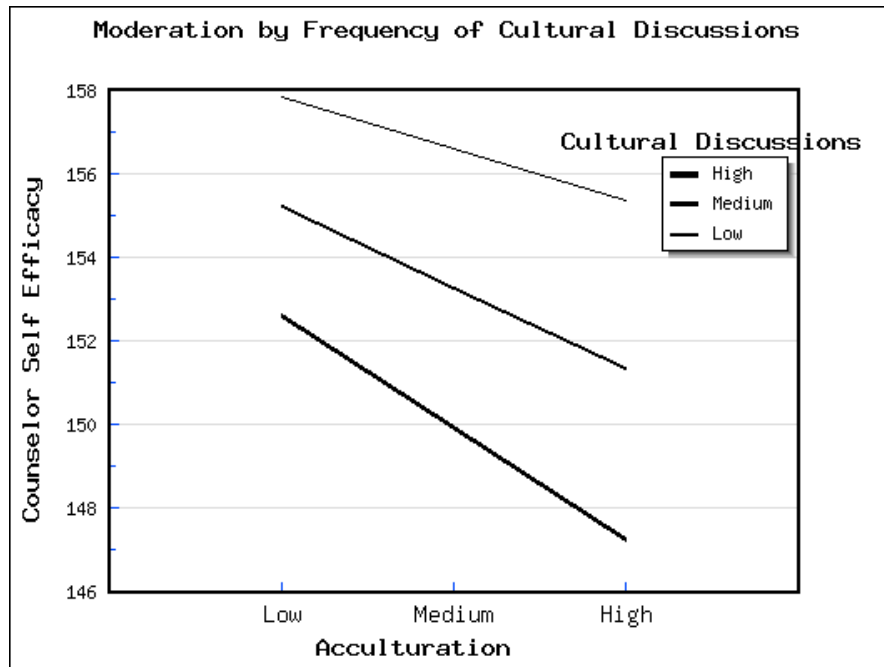
US and frequency of cultural discussions was not significant ( $b = -.003$ ,  $SE_b = .010$ ,  $\beta = -.043$ ,  $p = .734$ ) suggesting that frequency of multicultural discussions in university supervision, as perceived by international counseling supervisees, does not moderate the relationship between acculturation to the US and counselor self-efficacy among international counseling students in the US.

Table 2

*Summary of Moderation Analysis: Frequency of Cultural Discussions as a Moderator between Acculturation to the US and Counselor Self-Efficacy*

	Unstandardized Coefficients		Standardized Coefficients	$t$	$p$ - value
	$B$	Std. Error	$\beta$		
(Constant)	161.731	2.613		61.896	.000
AIRS_centered	.013	.146	.011	.092	.927
ISSMD_centered	.110	.205	.070	.539	.592
Moderator_RQ1	-.003	.010	-.043	-.342	.734

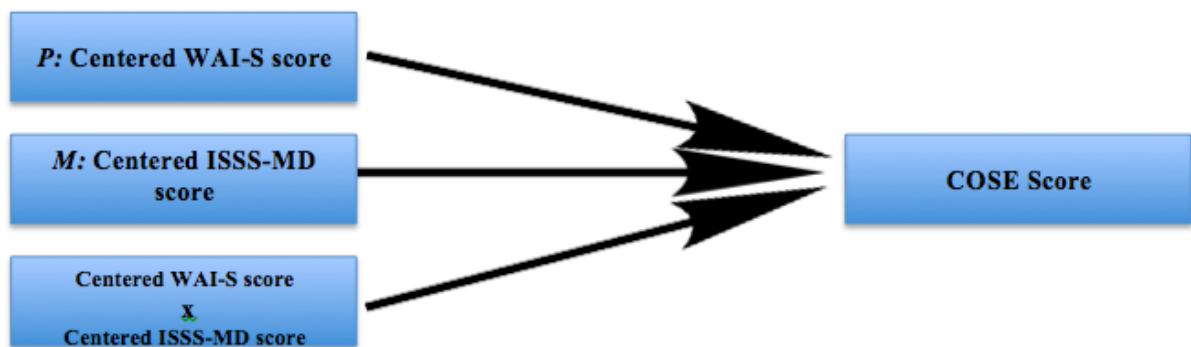
a. Dependent Variable: COSETTL



Graph 1. Moderation by Frequency of Cultural Discussions for Research Question 1



**Research question 2.** The second research question was designed to determine if the frequency of cultural discussions in university supervision, as perceived by international counseling supervisees, moderated the relationship between supervisory working alliance and counseling self-efficacy among international counseling students in the US. A regression analysis was run with the centered predictor (centered WAI-S score), centered moderator (centered ISSS-MD score) and the interaction variable (centered WAI-S score  $\times$  centered ISSS-MD score) as predictors. The outcome variable was the score on the Counseling Self Estimate Inventory (Diagram 7). It was hypothesized that the frequency of cultural discussions in university supervision, as perceived by international counseling supervisees, would moderate the relationship between supervisory working alliance and counseling self-efficacy among international counseling students in the US.



*Diagram 7.* Statistical moderation model for research question 2

Results from regression analysis indicated that supervisory working alliance ( $b = .131$ ,  $SE_b = .067$ ,  $\beta = .242$ ,  $p = .055$ ) and frequency of cultural discussions ( $b = -.004$ ,  $SE_b = .200$ ,  $\beta = -.002$ ,  $p = .985$ ) were not associated with counselor self-efficacy among international counseling students in the US. The interaction between supervisory working

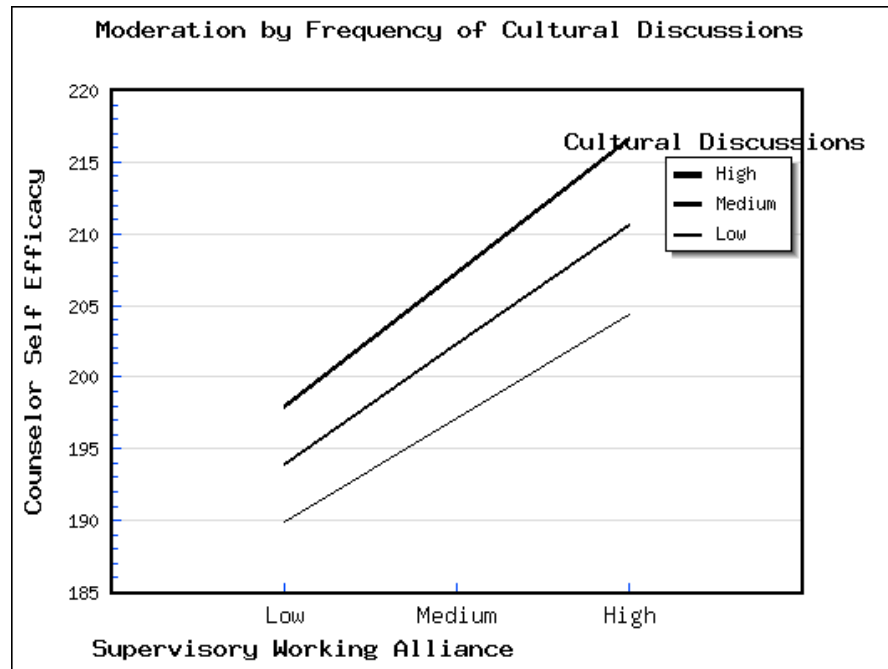
alliance and frequency of cultural discussions was not significant ( $b = .002$ ,  $SE_b = .005$ ,  $\beta = .052$ ,  $p = .672$ ) suggesting that frequency of multicultural discussions in university supervision, as perceived by international counseling supervisees, does not moderate the relationship between supervisory working alliance and counselor self-efficacy among international counseling students in the US.

Table 3

*Summary of Moderation Analysis: Frequency of Cultural Discussions as a Moderator between Supervisory Working Alliance and Counselor Self-Efficacy*

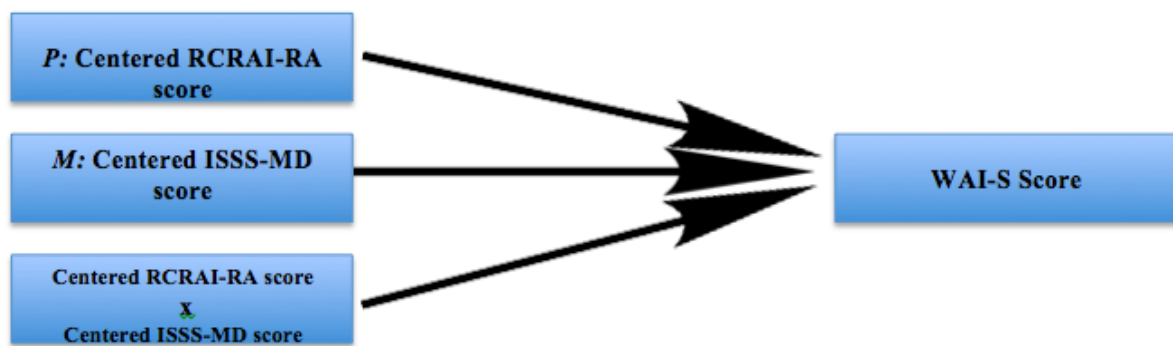
	Unstandardized Coefficients		Standardized Coefficients	$t$	$p$ - value
	$B$	Std. Error	$\beta$		
(Constant)	161.577	2.608		61.951	.000
SWA_centered	.131	.067	.242	1.955	.055
ISSMD_centered	-.004	.200	-.002	-.018	.985
Moderator_RQ2	.002	.005	.052	.425	.672

a. Dependent Variable: COSETTL



Graph 2. Moderation by Frequency of Cultural Discussions for Research Question 2

**Research question 3.** The third research question was designed to determine if the frequency of cultural discussions in university supervision, as perceived by international counseling supervisees, moderated the relationship between role ambiguity in supervision and supervisory working alliance among international counseling students in the US. A regression analysis was run with the centered predictor (centered RCRAI-RA score), centered moderator (centered ISSS-MD score) and the interaction variable (centered RCRAI-RA score  $\times$  centered ISSS-MD score) as predictors. The outcome variable was the score on the Working Alliance Inventory Supervisee (Diagram 8). It was hypothesized that the frequency of cultural discussions in university supervision, as perceived by international counseling supervisees, would moderate the relationship between role ambiguity in supervision and supervisory working alliance among international counseling students in the US.



*Diagram 8.* Statistical moderation model for research question 3

Results from regression analysis indicated that greater role ambiguity in supervision was associated with weaker working alliance among international counseling students in the US ( $b = -2.03$ ,  $SE_b = .243$ ,  $\beta = -.707$ ,  $p < .001$ ). The frequency of cultural discussions ( $b = .406$ ,  $SE_b = .247$ ,  $\beta = .138$ ,  $p = .105$ ) was not associated with supervisory working alliance among international counseling students in the US. The interaction

between role ambiguity in supervision and frequency of cultural discussions was not significant ( $b = -.003$ ,  $SE_b = .010$ ,  $\beta = -.043$ ,  $p = .734$ ) suggesting that frequency of multicultural discussions in university supervision, as perceived by international counseling supervisees, does not moderate the relationship between role ambiguity in supervision and supervisory working alliance among international counseling students in the US.

Table 4

*Summary of Regression Analyses: Frequency of Cultural Discussions, Role Ambiguity in Supervision and Moderator as Predictors of Supervisory Working Alliance*

	Sum of Squares	Df	Mean Square	F	p - value
Regression	59462.699	3	19820.900	27.457	.000 <sup>b</sup>
Residual	48366.962	67	721.895		
Total	107829.661	70			

a. Dependent Variable: SWATTTL

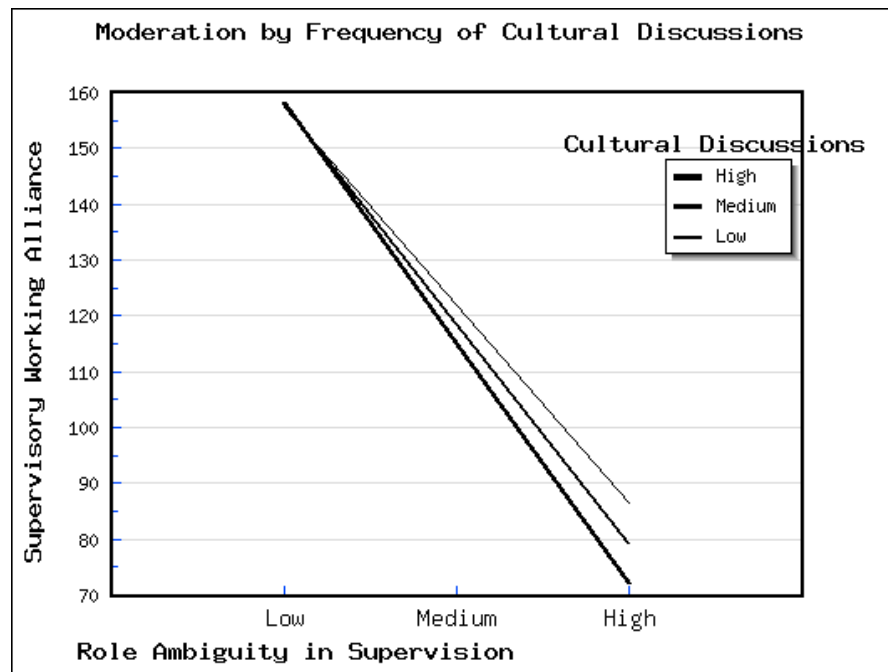
b. Predictors: (Constant), Moderator\_RQ3, ISSMD\_centered, RA\_centered

Table 5

*Summary of Moderation Analysis: Frequency of Cultural Discussions as a Moderator between Role Ambiguity in Supervision and Supervisory Working Alliance*

	Unstandardized Coefficients		Standardized Coefficients	<i>t</i>	<i>p</i> - value
	<i>B</i>	Std. Error	$\beta$		
(Constant)	192.071	3.257		58.965	.000
RA_centered	-2.030	.243	-.707	-8.367	.000
ISSMD_centered	.406	.247	.138	1.644	.105
Moderator_RQ3	-.021	.017	-.107	-1.297	.199

a. Dependent Variable: SWATTTL



*Graph 3. Moderation by Frequency of Cultural Discussions for Research Question 3*

### Conclusion

In conclusion, moderation analyses indicated that frequency of cultural discussions in university supervision did not moderate the relationship between acculturation to the US and counselor self-efficacy (research question 1); supervisory working alliance and counselor self-efficacy (research question 2); and role ambiguity in supervision and supervisory working alliance (research question 3) among international counseling students in the US.

## **CHAPTER FIVE: DISCUSSION**

This chapter provides a review of the results of the study, including the following: a summary and interpretation of the findings, limitations of the study, and recommendations for future studies. This study utilized a secondary data obtained from Ng and Smith's (2012) study titled "Training Level, Acculturation, Role Ambiguity, and Multicultural Discussions in Training and Supervising International Counseling Students in the United States", therefore the results from the current study are discussed and interpreted in light of the findings from Ng and Smith's (2012) study. Limitations and recommendations for future research suggested by Ng and Smith (2012) were also considered.

### **Summary of the Study**

This study investigated the frequency of cultural discussions in university supervision as a moderator between several supervisory variables (acculturation to the US, supervisory working alliance, counselor self-efficacy, and role ambiguity in supervision) among international counseling students in the US. The current study utilized a de-identified secondary data obtained from Dr. Kok-Mun Ng following the IRB approval. The data received was already tested for assumptions, and "several variables were transformed to reduce the skewness" (Ng & Smith, 2012, p. 79). Total scores were utilized for counselor self-efficacy (COSE), acculturation (AIRS), and supervisory working alliance (SWA), while only the scores for role ambiguity subscale (RCRAI-RA) and multicultural discussions subscale (ISSS-MD) were utilized for the final analyses. The rationale for utilizing the subscale scores for these two variables was explained in Chapter 3. Finally, three moderation analyses were conducted utilizing SPSS 22

statistical software to answer three research questions. Results from three moderation analyses showed that frequency of cultural discussions in university supervision did not moderate the relationship between the supervisory variables of interest among international counseling students in the US, indicating that the relationship among the variables of interest for each research question was not a moderated but rather a potentially direct relationship. As Nilsson and Anderson (2004) suggested, the results from studies with small sample sizes, such as the current study, must be viewed as exploratory and interpretations of the findings needs to be done with caution.

### **Interpretations of the Findings**

This was the first empirical study to investigate the frequency of multicultural discussions as a moderator between several supervisory variables among international counseling students in the US. The hypotheses were not supported, as the frequency of cultural discussions in university supervision did not moderate the relationship among the supervisory variables of interest in the current study. Initial interpretation of the analyses indicated that the relationship among the variables of interest was not a moderated but rather a potentially direct relationship. The results from the current study contribute to the existing literature considering that this relationship has not been previously examined. Additionally, there were several factors that might have contributed to false negative results (Type II error), which will be discussed in limitations of the study.

Ng and Smith's (2012) study, which provided the data for the present study, was a partial replication of Nilsson and Anderson's (2004) study, which examined the relationship among supervisory variables (supervisory working alliance, acculturation, counseling self-efficacy, role ambiguity, and multicultural discussions) among

international counseling students in the US. Thus, results from these two studies will be discussed under the interpretation of the results for each research question.

In this study, the researcher aimed to investigate the potential of a moderating relationship for the frequency of multicultural discussions between several supervision related variables among international counseling students in the US, with the hypotheses that the frequency of multicultural discussions would moderate the relationship between supervision related variables among international counseling students in the US. The rationale for selecting the frequency of multicultural discussions as a moderator lies behind the fact that multicultural discussions have been found to be related to other components of supervision (e.g. Ng & Smith, 2012; Nilsson & Anderson, 2004). The results from the moderation analyses revealed no significance indicating that the frequency of multicultural discussions did not moderate the relationship between the supervision related variables of interest. Thus, the results could possibly be interpreted as that the relationship between acculturation and counselor self-efficacy (RQ1), supervisory working alliance and counselor self-efficacy (RQ2), and role ambiguity in supervision and supervisory working alliance (RQ3) is a potentially direct relationship rather than a moderated one. However, one must consider that, there could also be other variables, which were not measured for this particular study, moderating the relationship among these variables. There are additional possible explanations for these findings, which are contrary to what was hypothesized. Each research question is discussed individually in regards to the variables included in the analysis and their correlation to one other.



**Research question 1.** The researcher hypothesized that the relationship between acculturation to the US and counselor self-efficacy was moderated by the frequency of multicultural discussions among the population of interest, and, surprisingly, the results revealed no significance. Thus, the relationship between acculturation and counselor self-efficacy could possibly be a direct relationship rather than a moderated one. This relationship could also be moderated by another variable that was not measured for the current study.

The relationship among acculturation to the US, frequency of multicultural discussions, and counselor self-efficacy had been empirically studied, indicating a significant relationship among these variables. According to Nilsson and Anderson (2004), students who were less acculturated showed lower levels of counselor self-efficacy ( $r = -.38, p < .01$ ), and acculturation was significantly positively correlated with cultural discussions ( $r = .35, p < .05$ ). Multicultural discussions positively contribute to the acculturation process in the US, and acculturation to the US also is a significant predictor of counselor self-efficacy (Nilsson & Anderson, 2004). Therefore, the insignificance in the results for the first research questions should not be interpreted as the final determinant of the moderating role of the frequency of multicultural discussions. The results could be affected by the low power (observed power was .76), high correlations among the variables as indicated above, and/or small sample size ( $N=71$ ). Considering the importance of cultural discussions in international students' acculturation process, one would assume that international students who are in the earlier acculturation process would benefit from multicultural discussion, which would eventually contribute to acculturation process, since international students who feel more acculturated felt more

effective working with clients (Nilsson & Anderson, 2004). A surprising finding from Nilsson and Anderson (2004) study indicated that multicultural discussion was the only variable that significantly correlated with training level (masters' vs. doctorate), and they suggested that supervisors may focus more on basic skills training with beginning supervisees and integrate discussion of diversity issues with more advanced supervisees. The only variable that was significantly correlated with training level in Ng and Smith (2012) study was counseling self-efficacy. Due to varied results regarding the relationship between training level and other supervisory variables, it may be that the training level of participants may have played a role in the current results as well. Thus, existing literature on international students indicate that international students' experiences in the US are affected by the level of English use and the length of stay in the US (e.g., Mori et al., 2009). It is safe to state that training level played a significant role in the analyses, and should have been controlled for (with consideration of adequate number of participants for each training level). It is possible that this study would have yielded different results if the participants were either only master's or doctorate level. Length of stay was another variable that could have been controlled for due to its relation to acculturation level as indicated above.

There is a need to explore research design related issues as to what was being measured and how it was measured. For example, ISSS-MD, does not necessarily focus on merely diversity related discussion but it rather encompasses three distinct areas derived from the existing literature on international students. These three areas include: a) consequences of cultural differences and type of cultural discussion (11 questions), b) English proficiency/communication with clients (2 questions), and c) cultural interaction

factors/prejudice (1 question). However, even with these three distinct areas of measurement, ISSS-MD measures only the frequency of the multicultural discussions in university supervision, and, it does not measure the quality of supervision, nor does it measure the multicultural competence of the supervisor. There are several drawbacks of this measure focusing solely on the frequency of the multicultural discussions. Firstly, it is possible that the quality rather than the frequency of the multicultural discussions would play a significant moderating role. Currently, to researcher's knowledge, there is not an existing instrument that measures the quality of multicultural discussions. Secondly, multicultural competency of the supervisor is in question. It might be that the supervisor's lack of multicultural competence results in frequent multicultural discussions that are not necessarily contributing or beneficial toward the international supervisees' acculturation or counseling-self efficacy. In addition to the instrumentation issue with ISSS-MD, Nilsson and Anderson (2004) discussed that Counseling Self Estimate Inventory (COSE) is based on Euro-American culture and may not be completely valid with the population of interest. Determination of the moderating role of the multicultural discussions cannot be left to a single study, which has several limitations, since this study should be considered more of an exploratory study due to small sample size (Nilsson & Anderson, 2004).

**Research question 2.** It was predicted that the frequency of multicultural discussions would moderate the relationship between supervisory working alliance and counselor self-efficacy because supervisory working alliance is correlated with multicultural discussion (Ng & Smith, 2012). However, the results indicated that the relationship between supervisory working alliance and counseling self-efficacy was not

moderated by the frequency of multicultural discussions among international counseling students in the US, indicating a potentially direct relationship between supervisory working alliance and counseling self-efficacy rather than a moderated one. It can only be concluded that the relationship was not moderated by the frequency of multicultural discussions, and there may be other variables, which were not measured, moderating the aforementioned relationship. Results from Ng and Smith's (2012) study revealed that supervisory working alliance was significantly positively correlated with counselor self-efficacy ( $r = -.24, p < .05$ ), and significantly positively correlated with multicultural discussions ( $r = -.32, p < .05$ ) (variable was reflected for transformation, and the direction of the results need to be reversed). A stronger supervisory working alliance is associated with higher levels of counselor self-efficacy, and more frequent cultural discussions lead to a stronger supervisory working alliance. Results from Nilsson and Anderson's (2004) study were partially consistent with Ng and Smith's (2012) study. Nilsson and Anderson (2004) reported a significant positive correlation between counselor self-efficacy and supervisory working alliance (Rapport) ( $r = .38, p < .01$ ), indicating that stronger supervisory working alliance leads to higher level of counseling self-efficacy. However, Nilsson and Anderson (2004) did not report a significant relationship between supervisory working alliance and multicultural discussions. The varying results between Ng and Smith (2012) and Nilsson and Anderson (2004) studies indicate that this relationship must be explored with a bigger sample size, which is also applicable for the current study. The small sample size ( $N=71$ ) of the current study warrants new studies to examine a possible moderating role of multicultural discussions, because one would assume that multicultural discussions (frequency or quality) would play a significant role

in creating a strong supervisory working alliance, which would then lead to greater counseling self-efficacy. As can be seen from the varying results from Ng and Smith (2012) and Nilsson and Anderson (2004) studies (both with small sample sizes), particular results from the current study again should not be interpreted as the final determinant of this relationship.

Findings from Nilsson and Anderson (2004) study support the notion that strong supervisory working alliance when working with international supervisees might be important for increasing counseling self-efficacy. The importance of supervisory working alliance will be explored in its association to supervisory satisfaction, which is a commonly used construct in the literature on international students and supervision. Supervisory satisfaction was another variable of interest of the researcher, but it was not measured due to utilization of existing data. Adding the new construct (supervisory satisfaction) to the discussion will assist the reader in understanding the strong correlations among the variables of interest, and these strong correlations among the variables may have hindered the results. It was found that multicultural discussions positively correlate with supervisory satisfaction among international counseling students ( $r = .51, p < .01$ ) (Mori et al., 2009). Many aspects create a stronger supervisory working alliance, and one of the aspects is multicultural discussion in supervision (Ng & Smith, 2012). International students would report higher satisfaction with supervision and stronger working alliance when their supervisor engages in multicultural discussions (e.g., Ng & Smith, 2012; Mori et al., 2009).

It is not surprising that the high correlations among these variables would influence the results, especially since the desired observed power was not established.

The reason that the frequency of multicultural discussion was not found to moderate the relationship among supervisory working alliance and counseling self-efficacy may be due to previously mentioned research design related aspects (e.g., power, small sample size). Also, the Supervisory Working Alliance Inventory (SWAI) is based on Euro-American values and may not be fully valid with international students (Nilsson & Anderson, 2004). Additionally, nearly 70% of the participants were in their practicum or first internship. These students are less familiar with the supervision process simply because of having limited experience in supervision and may be more ambiguous regarding their role as supervisees. Since the length of stay in the US affects international students' experiences (Nilsson & Anderson, 2004), these students would have had a different experience than those in their third or fourth internship. One would assume that international students in their third or fourth internship would report higher counseling self-efficacy, and these students might be more assertive as to what they expect from their supervisors, which would contribute to supervisory working alliance.

**Research question 3.** The researcher hypothesized that the relationship between role ambiguity in supervision and supervisory working alliance would be moderated by the frequency of multicultural discussions. It was predicted that multicultural discussion in supervision would reduce the role ambiguity in supervision and create a stronger supervisory working alliance, which then would place multicultural discussions in the position of a moderating variable. Results revealed no significance, indicating that role ambiguity and supervisory working alliance are two constructs that are potentially directly correlated. There could be other variables moderating this relationship, which the research did not account for. Ng and Smith (2012) found that role ambiguity was

significantly negatively correlated with supervisory working alliance ( $r = -.72, p < .01$ ), indicating that students who reported higher levels of role ambiguity also reported weaker supervisory working alliance, and multicultural discussion was also found to significantly positively correlate with supervisory working alliance ( $r = .32, p < .05$ ), indicating that more frequent cultural discussions lead to a stronger supervisory working alliance.

Nilsson and Anderson (2004) also reported that role ambiguity was significantly negatively correlated with counselor self-efficacy ( $r = -.29, p < .05$ ), significantly positively correlated with acculturation ( $r = .42, p < .01$ ), and significantly negatively correlated with supervisory working alliance ( $r = -.53, p < .01$ ). The results indicate that students who reported higher role ambiguity in supervision also reported lower levels of self-efficacy and acculturation, as well as a weaker supervisory working alliance. Results from both Ng and Smith (2012) and Nilsson and Anderson (2004) studies are consistent in terms of the relationship between role ambiguity in supervision and supervisory working alliance. Mori et al. (2009) reported that international students with lower levels of acculturation but frequent cultural discussions showed more satisfaction in supervision. The research literature seems to indicate that multicultural discussion can strengthen the working alliance with students who present higher levels of role ambiguity. Additionally, only the overall regression model for research question 3 was significant ( $F(3, 67) = 27.46, p < .05, R^2 = .55, R^2_{Adjusted} = .53$ ), indicating that the overall model significantly predicted 53% of the variance in supervisory working alliance. The reason that a moderating effect was not identified could simply be due to the high degree of correlation among the predictors.

More role ambiguity in supervision results in weaker supervisory working alliance, and multicultural discussions might be used to decrease the role ambiguity when working with international counseling students. Nilsson and Anderson (2004) found that lower level of acceptance of the US culture was associated with more role ambiguity. The Role ambiguity subscale of RARCI not only measures the supervisees' level of role ambiguity in supervision, it also measures the level of role ambiguity when working with clients. International students who are less acculturated (i.e., lower acceptance level of US culture) might be reluctant to learn about US culture and might feel confused when working with clients who hold Western values. Whereas international students who are more acculturated are more likely to be open to learning about US culture (Chung, 2009), and this knowledge of the US culture could only be transferred via multicultural discussions in supervision as part of the training. Supervisors are not only required to assess the level of cultural identity development of the supervisee, but also need to assess their own level of cultural identity development to ensure that they do not provide culturally insensitive supervision (Campbell, 2006). Supervisees must feel comfortable enough to bring cultural issues in supervision, and they could only do so if the cultural issues are brought up by the supervisor (Hird et al., 2001). Hird et al. also stated that supervisors who do not include multicultural discussion in supervision might experience resistance from the supervisees in the form of self-silence.

Supervisors who neglect the ethnicity of their supervisees will negatively affect the personal and professional development of the supervisees and will prevent supervisees from developing awareness of cultural biases, which may influence their work with clients (Gardner, 2002). Considering ethnicity is not merely looking at the



social norms of that particular group, but also looking at shared values in different parts of the largest system—one of which is education. Education system in collectivist countries demand hierarchical relationships between teachers and learners, resulting in learners perceiving the teachers as a main source of knowledge. Thus, Rasheed (2015) discussed that supervisors must consider the issue of dependence and self-reliance with international supervisees that international students dependability on their supervisor may not decrease over time as it is expected for domestic supervisees (Integrated Developmental Model-IDM). The author further discussed that supervisors might perceive dependent international supervisees as lacking skills where it is, in fact, just a norm of teacher-learner relationship in the country of origin for the international supervisee. From this token, supervisors who expect increased self-reliance and decreased dependence over the time may failed to provide the necessary support for the international supervisee, which then could result in increased role ambiguity and weakened supervisory working alliance.

Overall, this study served as the first empirical study to examine the moderating role of multicultural discussion between supervision related variables among international counseling students in the US. This study was a contribution to the existing but limited literature on international students and their supervisory needs. Once again, it is hoped that the results from this study will not be interpreted as the final determinant of the moderating role of multicultural discussions in supervision, because the importance of cultural discussions for international students' acculturation, counseling self-efficacy, and supervisory working alliance, and role ambiguity in supervision cannot be emphasized enough (e.g., Mori et al., 2009; Nilsson & Anderson, 2004).

## **Implications for Supervisors of International Counseling Students**

This section provides implications for supervisors of international counseling students based on the knowledge gained from the current study as well as the exiting literature. Because this study examined the frequency of multicultural discussions as the moderator among several supervision related variables, it is necessary to mention possible variables that impact multicultural discussions and how these concepts play a role in international supervisees' performance in supervision and in counseling. Some of these concepts are: race, gender, language proficiency, and acculturation, learning needs, perception of authority, and bias.

“Role ambiguity in supervision occurs when supervisees lack a clear understanding of what is expected of them and how to meet these expectations” (Nilsson & Anderson, 2004, p. 307). Supervisors can seek to reduce supervisees' role ambiguity. Supervisors should continually monitor international counseling supervisees' expectations for supervision. Considering, in most cases, that the US academic system is different than the academic system in international supervisees' home country, and international supervisees have varying proficiency (Beginner to Academic) in verbal and written English, it is beneficial that the expectations, evaluation criteria, and the roles of supervisor and supervisee are discussed verbally. Continued exploration of the expectations for supervision demonstrates to the supervisee that the supervisor is open to the supervisee seeking clarification. This initial discussion will also enable the supervisor to understand the cultural backgrounds and expectations of international supervisees, which is a key element of professional practice for many counselors (Wedding, McCartney, & Currey, 2009).

Many authors have discussed the unique training needs of international counseling students (e.g. Killian, 2001). Supervisors must be able to determine the unique needs of their international supervisees based on their acculturation and self-efficacy level, as well as learning priorities. Supervisors can assess international students' acculturation level by inquiring information regarding students' level of acceptance of the US culture, their English proficiency, and the degree to which they feel accepted by Americans (Sodowsky & Plake, 1991, AIRS). One of the unique needs of international students that authors have discussed is the relevance of international students training to their home countries. Therefore, supervisors must pay attention to international supervisees' learning priorities, and ensure that their needs are met by starting a discussion on how what is being taught could be practiced in the home country of the international supervisee.

As mentioned previously, frequency of cultural discussions results in higher level of satisfaction with supervision (Mori, Inman, & Caskie, 2009). International supervisees may feel comfortable enough to identify some of cultural issues if the strong working alliance is established. However, supervisors may also raise some of these issues, such as language, in supervision as part of assessing acculturation level. A recent quantitative study on cultural intelligence (CQ), which was conducted with 221 Chinese international students, found that CQ (one's ability to function in a new/different culture) was a significant predictor of psychological wellbeing, and CQ was significantly associated with connectedness with mainstream society, anxiety levels, and *perceived language discrimination* [emphasis added] (Wang, Heppner, Wang, & Zhu, 2015). The authors further added that "as international students acquired more effective language skills, their

perceived language challenges became less stressful or problematic, or they learned how to cope/compensate for their language deficits” (p. 62). Supervisors, therefore, need to be aware that international students with lower levels of English proficiency might experience higher levels of perceived language discrimination, which is a component of acculturation, and such perceived language discrimination will have a direct impact on their performance in counseling and supervision.

The majority of international students come from cultures that are considered to be collectivistic, and, collectivist individuals are known to pay close attention to the quality of relationships whether it is personal or professional. Supervisors, who work with international supervisees, are strongly encouraged to work toward developing a strong supervisory working alliance and quality relationships with their international supervisees, as well as being culturally sensitive and fostering cultural discussions in supervision. More frequent discussions on culture is associated with quality supervision (Mori, Inman, & Caskie, 2009). Worldview is also a determinant of people’s perception on power distance. International students who come from academic systems in which hierarchical relationships are honored may have difficulty understanding or accepting the egalitarian relationship format, which is commonly practiced in the US academia. Coming from a hierarchical relationship background, international students become vulnerable for power abuse by people who they perceive as superior. Supervisors might raise the issue of power equality in a discussion to ensure international supervisees are aware of the fact that individuals involved in supervisory relationships are equal in power but have differing responsibilities. If an international supervisee is quiet during supervisory session, it is likely that they are used to listening to the supervisors, and their

silence is out of respect to the person of authority. Supervisors, as mentioned before, need to be clear about their expectations of international supervisee, and encourage them to talk more in the supervisory session.

Finally, the literature on international students provide information to guide the practice of supervisors, however, supervisors need to remember not all international students have the same experience, neither do they develop cultural competence to adjust to US culture in a similar way (e.g., Wang, Heppner, Wang, & Zhu, 2015). Each international supervisee, just like domestic supervisees, needs to be seen as an individual, and their needs should be determined accordingly.

### **Limitations**

As mentioned before, there were several limitations to this study, which may have hindered the results. Ng and Smith (2012) argued that the sample size might have limited the inferences of their study, which is applicable for the current study. Low observed power could have caused the insignificance in results. G\*Power 3.0 (Faul, Erdfelder, Lang, & Buchner, 2007) was utilized to determine the observed power. G\*Power analyses indicated that the observed power was .76, when effect size (0.15) and alpha level (0.5) was left at the default level. The sample utilized for the study included international students from 21 countries, thus indicating a heterogeneous group. However, due to feasibility of research with this population, convenience of data collection was considered by utilizing inclusive criteria of eligibility for participation. Additionally, all the instruments utilized in the study were self-report instruments. Collecting data from the supervisors may enhance the validity of the data, particularly for such variables as counseling self-efficacy. Nilsson and Anderson (2004) added that three

of the five instruments utilized (COSE, SWAI, and RCRAI-RA) are “based on Euro-American culture and may not be fully valid for international students” (p. 310).

### **Recommendations for Future Research**

This study was the first empirical study to investigate the moderating role of the multicultural discussions between supervisory variables among international counseling students. Therefore, future studies may investigate the same relationship with a larger sample size, which will lead to a higher power. Nilsson and Anderson (2004) and Ng and Smith (2012) both suggested that the small sample size of these studies warrants more studies with international counseling students, and results from their studies may have varied due to small sample size. Future studies should also utilize observational data gathered from supervisors of international supervisees (Ng & Smith, 2012), and utilize the data gathered from the supervisors to increase the validity. Future studies should also consider finding an alternative for measuring the frequency as well as the quality of multicultural discussions, which could also be utilized consequently with ISSS-MD. Measuring the multicultural competency of the supervisor and determining its relation to satisfaction with multicultural discussions could contribute to better understanding of the relationship among the variables of interest. Researchers can also develop instruments that are based on collectivist values to measure the constructs rather than utilizing the instruments based on Euro-American values. There is a great need for development of culturally sensitive measurements to be utilized with the population of international counseling student. Ng and Smith (2012) also suggested that future studies might consider English proficiency factor, and training level factor in their analysis.

## **Conclusion**

In conclusion, the results from this study appear to differ from the trends in the research literature. Whereas the research literature suggests that the frequency of multicultural discussions positively impacts a number of supervision related variables, it did not moderate the relationship between acculturation to the US and counseling self-efficacy (research question 1); supervisory working alliance and counseling self-efficacy (research question 2); and role ambiguity in supervision and supervisory working alliance (research question 3) among international counseling supervisees. Further (possibly replication with a bigger sample) investigation is needed to determine the moderating role of cultural discussions in supervision among supervisory variables, or it could possibly be that the frequency of multicultural discussions does not play a moderating role between the aforementioned supervisory variables among the population of interest.

## References

- Al-Darmaki, F. R. (2004). Counselor training, anxiety, and counseling self-efficacy: Implications for training psychology students from the United Arab Emirates University. *Social Behavior and Personality: An International Journal*, 32(5), 429-439.
- Bandura, A. (1982). Self-efficacy mechanism in human agency. *American Psychologist*, 37(2), 122-147.
- Barbee, P. W., Scherer, D., & Combs, D. C. (2003). Prepracticum service-learning: Examining the relationship with counselor self- efficacy and anxiety. *Counselor Education and Supervision*, 43(2), 108-119.
- Berger, G. P. (2013). *Supervisory styles, supervision outcome and counselor self-efficacy of addiction treatment professionals* (Doctoral dissertation). Retrieved from Dissertation Abstracts International: Section B: The Sciences and Engineering, 73(12). (2013-99120-142).
- Bernard, J. M., & Goodyear, R. K. (2004). *Fundamentals of clinical supervision*. Needham Heights, MA: Allyn & Bacon.
- Berry, J. W. (1997). Immigration, acculturation, and adaptation. *Applied Psychology*, 46(1), 5-34.
- Boafo-Arthur, S. (2014). Acculturative experiences of Black-African international students. *International Journal for the Advancement of Counselling*, 36(2), 115-124.
- Campbell, J. M. (2006). *Essentials of clinical supervision*. Hoboken, NJ: Wiley & Sons.



- Cheon, H., Blumer, M. L. C., Shih, A., Murphy, M. J., & Sato, M. (2009). The influence of supervisor and supervisee matching, role conflict, and supervisory relationship on supervisee satisfaction. *Contemporary Family Therapy: An International Journal*, 31(1), 52-67.
- Chin, H. K. (2005). *Open doors: Report on international educational exchange*. Institute of International Education. Retrieved from <http://www.iie.org/~media/Files/Corporate/Open-Doors/Fast-Facts/Fast%20Facts%202005.pdf>
- Chopra, T. (2013). All supervision is multicultural: A review of literature on the need for multicultural supervision in counseling. *Psychological Studies*, 58(3), 335-338.
- Chung, M. (2010). *International supervisors' social influence, self-efficacy, and acculturation in cross-cultural dyads of clinical supervision* (Doctoral dissertation). Retrieved from Dissertation Abstracts International: Section A: The Humanities and Social Sciences, 71, 95.
- Faul, F., Erdfelder, E., Lang, A. G., & Buchner, A. (2007). G\*Power 3: A flexible statistical power program for the social, behavioral, and biomedical sciences. *Behavior Research Methods*, 39, 175-191. Retrieved from <http://www.gpower.hhu.de/en.html>.
- Fernando, D. M., & Hulse-Killacky, D. (2005). The relationship of supervisory styles to satisfaction with supervision and the perceived self-efficacy of master's-level counseling students. *Counselor Education and Supervision*, 44(4), 293-304.
- Gardner, R. M. (2002). Cross cultural perspectives in supervision. *Western Journal of Black Studies*, 26(2), 98-106.

- Gnilka, P. B., Chang, C. Y., & Dew, B. J. (2012). The relationship between supervisee stress, coping resources, the working alliance, and the supervisory working alliance. *Journal of Counseling & Development, 90*(1), 63-70.
- Hird, J. S., Cavalieri, C. E., Dulko, J. P., Felice, A. A. D., & Ho, T. A. (2001). Vision of realities: Supervisee perspectives of multicultural supervision. *Journal of Multicultural Counseling and Development, 29*(2), 114–130.
- Hunter, C. D. (2008). Individualistic and collectivistic worldviews: Implications for understanding perceptions of racial discrimination in African Americans and British Caribbean Americans. *Journal of Counseling Psychology, 55*(3), 321.
- Horvath, A. O., & Greenberg, L. S. (1989). Development and validation of the Working Alliance Inventory. *Journal of counseling psychology, 36*(2), 223.
- Inman, A. G. (2006). Supervisor multicultural competence and its relation to supervisory process and outcome. *Journal of Marital and Family Therapy, 32*(1), 73-85.
- Institute of International Education. (2013). *Open doors: Report on international educational exchange*. New York, NY: Author.
- Killian, K. D. (2001). Differences making a difference: Cross-cultural interactions in supervisory relationships. *Journal of Feminist Family Therapy, 12*(2-3), 61-103.
- Lam, S., Tracz, S., & Lucey, C. (2013). Age, gender, and ethnicity of counsellor trainees and corresponding counselling self-efficacy: Research findings and implications for counsellor educators. *International Journal for the Advancement of Counselling, 35*(3), 172-187.
- Larson, L. M. (1998). The social cognitive model of counselor training. *The Counseling Psychologist, 26*(2), 219-273.

- Larson, L. M., Suzuki, L. A., Gillespie, K. N., Potenza, M. T., Bechtel, M. A., & Toulouse, A. L. (1992). Development and validation of the counseling self-estimate inventory. *Journal of Counseling Psychology*, 39(1), 105.
- Lee, K. C. (2013). Training and educating international students in professional psychology: What graduate programs should know. *Training and Education in Professional Psychology*, 7(1), 61-69.
- Lent, R. W., Hoffman, M. A., Hill, C. E., Treistman, D., Mount, M., & Singley, D. (2006). Client-specific counselor self-efficacy in novice counselors: Relation to perceptions of session quality. *Journal of Counseling Psychology*, 53(4), 453.
- Logan, J. N. (2010). *The relationship between supervisors' and supervisees' race and racial attitudes in the supervisory working alliance* (Unpublished doctoral dissertation). University of Massachusetts Amherst, Amherst, MA.
- McCarthy, A. K. (2012). *Relationships between supervisory working alliance, counselor self-efficacy, and successful client outcomes, and in state/federal rehabilitation counseling system* (Unpublished doctoral dissertation). Northern Illinois University, DeKalb, IL.
- McCarthy, J. (2005). Individualism and collectivism: What do they have to do with counseling? *Journal of Multicultural Counseling and Development*, 33(2), 108-117.
- Mittal, M., & Wieling, E. (2006). Training experiences of international doctoral students in marriage and family therapy. *Journal of Marital and Family Therapy*, 32(3), 369-383.

- Moores, L., & Popadiuk, N. (2011). Positive aspects of international student transitions: A qualitative inquiry. *Journal of College Student Development*, 52(3), 291-306.
- Mori, Y., Inman, A. G., & Caskie, G. I. L. (2009). Supervising international students: Relationship between acculturation, supervisor multicultural competence, cultural discussions, and supervision satisfaction. *Training and Education in Professional Psychology*, 3(1), 10-18.
- Mullen, P. R., Lambie, G. W., & Conley, A. H. (2014). Development of the ethical and legal issues in counseling self-efficacy scale. *Measurement and Evaluation in Counseling and Development*, 47(1), 62-78.
- Ng, K., & Smith, S. D. (2012). Training level, acculturation, role ambiguity, and multicultural discussions in training and supervising international counseling students in the United States. *International Journal for the Advancement of Counselling*, 34(1), 72-86.
- Nilsson, J. E. (2000). *A comparison of international and United States students in APA-accredited programs: Acculturation, counseling self-efficacy and role difficulties in supervision* (Doctoral dissertation). Retrieved from Dissertation abstracts International: Section A: The Humanities and Social Sciences, 60 (11-A), (3919).
- Nilsson, J. E. (2007). International students in supervision: Course self-efficacy, stress, and cultural discussions in supervision. *The Clinical Supervisor*, 26(1-2), 35-47.
- Nilsson, J. E., & Anderson, M. Z. (2004). Supervising international students: The role of acculturation, role ambiguity, and multicultural discussions. *Professional Psychology: Research and Practice*, 35(3), 306-312.

- Nilsson, J. E., & Dodds, A. K. (2006). A pilot phase in the development of the international student supervision scale. *Journal of Multicultural Counseling and Development, 34*(1), 50-62.
- Nilsson, J. E., & Wang, C. (2008). Supervising international students in counseling and psychology training. In A. K. Hess, K. D. Hess, & T. H. Hess (Eds.), *Psychotherapy supervision: Theory, research, and practice* (2nd ed., pp. 70-81). Hoboken, NJ: John Wiley & Sons.
- Olk, M. E., & Friedlander, M. L. (1992). Trainees' experiences of role conflict and role ambiguity in supervisory relationships. *Journal of Counseling Psychology, 39*(3), 389.
- Oyserman, D., Coon, H. M., & Kemmelmeier, M. (2002). Rethinking individualism and collectivism: evaluation of theoretical assumptions and meta-analyses. *Psychological Bulletin, 128*(1), 3-72.
- Parcover, J. A., & Swanson, J. L. (2013). Career counselor training and supervision: role of the supervisory working alliance. *Journal of Employment Counseling, 50*(4), 166-178.
- Poyrazli, S., Arbona, C., Nora, A., McPherson, R., & Pisecco, S. (2002). Relation between assertiveness, academic self-efficacy, and psychosocial adjustment among international graduate students. *Journal of College Student Development, 43*(5), 632-642.
- Rasheed, A. A. (2015). *The lived experiences of international counselor education students during their field-based clinical supervision in the United States of*

- America* (Unpublished doctoral dissertation). Duquesne University, Pittsburgh, PA.
- Reichelt, S., & Skjerve, J. (2002). Correspondence between supervisors and trainees in their perception of supervision events. *Journal of Clinical Psychology, 58*(7), 759-772.
- Reid, L. M., & Dixon, A. L. (2012). The counseling supervision needs of international students in U.S. institutions of higher education: A culturally-sensitive supervision model for counselor educators. *Journal for International Counselor Education, 4*, 29-41.
- Reynolds, A. L., & Constantine, M. G. (2007). Cultural adjustment difficulties and career development of international college students. *Journal of Career Assessment, 15*(3), 338-350.
- Rice, K. G., Choi, C., Zhang, Y., Villegas, J., Ye, H. J., Anderson, D., . . . Bigler, M. (2009). International student perspectives on graduate advising relationships. *Journal of Counseling Psychology, 56*(3), 376-391.
- Seo, Y. S. (2010). Individualism, collectivism, client expression, and counselor effectiveness among South Korean international students. *The Counseling Psychologist, 38*(6), 824-847.
- Seo, Y. S. (2011). Individualism, collectivism, and client expression of different emotions: their relations to perceived counselor effectiveness. *Asia Pacific Education Review, 12*(2), 251-262.
- Smith, S. D., & Ng, K. (2009). International counseling trainees' experiences and perceptions of their multicultural counseling training in the United States: A

- mixed method inquiry. *International Journal for the Advancement of Counselling*, 31(4), 271-285.
- Sodowsky, G. R., & Plake, B. S. (1991). Psychometric properties of the American-international relations scale. *Educational and Psychological Measurement*, 51, 207-216.
- Spencer-Rodgers, J. (2001). Consensual and individual stereotypic beliefs about international students among American host nationals. *International Journal of Intercultural Relations*, 25(6), 639-657.
- Sterner, W. R. (2009). Influence of the supervisory working alliance on supervisee work satisfaction and work-related stress. *Journal of Mental Health Counseling*, 31(3), 249-263.
- Trangucci, K. A. (2013). *The supervisory working alliance and self-efficacy of school psychology graduate interns* (Unpublished doctoral dissertation). Fordham University, Bronx, NY.
- Turner-essel, L., & Waehler, C. (2009). Integrating internationalization in counseling psychology training programs. *The Counseling Psychologist*, 37(6), 877-901.
- Wang, K. T., Heppner, P. P., Wang, L., & Zhu, F. (2015). Cultural intelligence trajectories in new international students: Implications for the development of cross-cultural competence. *International Perspectives in Psychology: Research, Practice, Consultation*, 4(1), 51.
- Wang, T., & Li, L. Y. (2011). 'Tell me what to do' vs. 'guide me through it': Feedback experiences of international doctoral students. *Active Learning in Higher Education*, 12(2), 101-112.

- Wedding, D., McCartney, J. L., & Currey, D. E. (2009). Lessons relevant to psychologists who serve as mentors for international students. *Professional Psychology: Research and Practice*, 40(2), 189-193.
- Williams, B. (2003). The worldview dimensions of individualism and collectivism: Implications for counseling. *Journal of Counseling & Development*, 81(3), 370-374.
- Yoon, E., & Portman, T. A. A. (2004). Critical issues of literature on counseling international students. *Journal of Multicultural Counseling and Development*, 32(1), 33-44.



## Appendix A: International Student Supervision Scale

### International Student Supervision Scale

(Nilsson & Dodds)

Please respond to the following items and rate the extent to which you have discussed these issues with your current or most recent supervisor, using the following scale.

	Not at all			Very much so	
	1	2	3	4	5
1. My supervisor and I have talked about my ethnic, national and cultural background in supervision.	1	2	3	4	5
2. My supervisor and I have talked about how people interact in my native country and how this may differ from the style of interaction in the U.S.	1	2	3	4	5
3. My supervisor and I have discussed how my accent and/or lack of verbal fluency were perceived, or could be perceived, by my clients.	1	2	3	4	5
4. My supervisor and I have discussed my clients' reactions or possible reactions to me as an international student.	1	2	3	4	5
5. My supervisor and I have discussed the possible differences between nonverbal communication in my native country/ culture and non-verbal communication in the U.S.	1	2	3	4	5
6. My supervisor and I have examined how emotions are expressed in my native country and how it may differ from how emotions are expressed in the U.S.	1	2	3	4	5
7. My supervisor and I have discussed aspects of the U.S. culture/society that I did not understand.	1	2	3	4	5
8. In supervision, it was always I, not my supervisor, who brought up issues related to my being an international student.	1	2	3	4	5
9. In supervision, we have talked about my fears/discomforts of doing clinical work in a second language and/or country.	1	2	3	4	5
10. My supervisor and I discussed the possible differences between my culture's view of personal space compared to the view of personal space in the U.S.	1	2	3	4	5
11. My supervisor was open and willing to talk about cultural and ethnic differences.	1	2	3	4	5
12. I believe my supervisor would have preferred to supervise a U.S. student.	1	2	3	4	5

13. My supervisor and I have discussed the cultural/ethnic/racial differences between myself and my clients.	1	2	3	4	5
14. I felt my supervisor was aware of the various experiences international students can have while studying in the U.S.	1	2	3	4	5
15. My supervisor and I have talked about racial/ethnic climate in the U.S. and how clients from a different racial or ethnic group than my own could perceive me.	1	2	3	4	5
16. My supervisor and I have discussed how therapy is conducted in my native country.	1	2	3	4	5
17. I believe that I am/was more cultural aware than my supervisor.	1	2	3	4	5

---

#### Subscales:

Multicultural Discussion, items: 1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 13, 14, 15, 16

Supervisees' Cultural Knowledge, items: 8, 12, 17 (this subscale has low reliability)

The subscales should not be summed to a total scale score

#### For information contact:

Johanna Nilsson, Ph.D.  
Division of Counseling and Educational Psychology  
University of Missouri-Kansas City  
5110 Rockhill  
Kansas City, MO 64110  
(816)235-2484  
Fax: 816 -235-5270  
nilssonj@umkc.edu

## Appendix B: Supervisory Working Alliance Inventory

### SWAI

Directions: Following are a number of statements that reflect various activities that can occur in supervision. Please indicate the extent to which the activity in each statement is characteristic of your work with your supervisor in supervision. Circle the number that best fits for each statement and do not leave any unanswered.

Please Circle a number for each statement using the following scale:

	Almost Never							Almost Always
	1	2	3	4	5	6	7	
1.								1 2 3 4 5 6 7
2.								1 2 3 4 5 6 7
3.								1 2 3 4 5 6 7
4.								1 2 3 4 5 6 7
5.								1 2 3 4 5 6 7
6.								1 2 3 4 5 6 7
7.								1 2 3 4 5 6 7
8.								1 2 3 4 5 6 7
9.								1 2 3 4 5 6 7
10.								1 2 3 4 5 6 7
11.								1 2 3 4 5 6 7
12.								1 2 3 4 5 6 7
13.								1 2 3 4 5 6 7
14.								1 2 3 4 5 6 7
15.								1 2 3 4 5 6 7
16.								1 2 3 4 5 6 7
17.								1 2 3 4 5 6 7
18.								1 2 3 4 5 6 7
19.								1 2 3 4 5 6 7

Horvath, A. O., & Greenberg, L. S. (1989). Development and validation of the Working Alliance Inventory. *Journal of Counseling Psychology*, 36(2), 223.

## Appendix C: Role Confusion Role Ambiguity Scale

### RCRAI

Instructions: The following statements describe some problems that therapists-in-training may experience during the course of clinical supervision. Read each statement and then rate the extent to which you have experienced difficulty in supervision in your most recent clinical training.

For each of the following, circle the most appropriate number, where 1 = not at all and 5 = very much so.

I HAVE EXPERIENCED DIFFICULTY IN MY CURRENT OR MOST RECENT SUPERVISION BECAUSE:

- |     |  |           |
|-----|--|-----------|
| 1.  | I was not certain about what material to present to my supervisor  | 1 2 3 4 5 |
| 2.  | I have felt that my supervisor was incompetent or less competent than I. I often felt like I was supervising him/her.  | 1 2 3 4 5 |
| 3.  | I have wanted to challenge the appropriateness of my supervisor's recommendations for using a technique with one of my clients, but I have thought it better to keep my opinions to myself   | 1 2 3 4 5 |
| 4.  | I wasn't sure how best to use supervision as I became more experienced, although I was aware that I was undecided about whether to confront him/her  | 1 2 3 4 5 |
| 5.  | I have believed that my supervisor's behavior in one of more situations was unethical or illegal and I was undecided about whether to confront him/her   | 1 2 3 4 5 |
| 6.  | My orientation to therapy was different from that of my supervisor. She/he wanted me to work with clients using his/her framework, and I felt that I should be allowed to use my own approach  | 1 2 3 4 5 |
| 7.  | I have wanted to intervene with one of my clients in a particular way and my supervisor has wanted me to approach the client in a very different way. I am expected both to judge what is appropriate for myself and also do what I am told. | 1 2 3 4 5 |
| 8.  | My supervisor expected me to come prepared for supervision, but I had no idea what or how to prepare   | 1 2 3 4 5 |
| 9.  | I wasn't sure how autonomous I should be in my work with clients   | 1 2 3 4 5 |
| 10. | My supervisor told me to do something I perceived to be illegal or unethical and I was expected to comply  | 1 2 3 4 5 |
| 11. | My supervisor's criteria for evaluating my work were not specific  | 1 2 3 4 5 |
| 12. | I was not sure I had done what my supervisor expected me to do in a session with a client  | 1 2 3 4 5 |
| 13. | The criteria for evaluating my performance in supervision were not clear   | 1 2 3 4 5 |
| 14. | I got mixed signals from my supervisor and I was unsure of which signals to attend to  | 1 2 3 4 5 |
| 15. | When using a new technique, I was unclear about the specific steps involved. As a result, I wasn't sure how my supervisor would evaluate my work   | 1 2 3 4 5 |



16.	I disagreed with my supervisor about how to introduce a specific issue to a client, but I also wanted to do what my supervisor wanted	1 2 3 4 5
17.	Part of me wanted to rely on my own instincts with clients, but I always knew my supervisor would have the last word	1 2 3 4 5
18.	The feedback I got from my supervisor did not help me to know what was expected of me in my day-to-day work with clients	1 2 3 4 5
19.	I was not comfortable using a technique recommended by my supervisor; however, I felt that I should do what he/she recommended	1 2 3 4 5
20.	Everything was new and I wasn't sure what would be expected of me	1 2 3 4 5
21.	I was not sure if I should discuss my professional weaknesses in supervision because I was not sure how I would be evaluated	1 2 3 4 5
22.	I disagreed with my supervisor about implementing a specific technique, but I also wanted to do what he/she thought was best	1 2 3 4 5
23.	My supervisor gave me no feedback and I felt lost	1 2 3 4 5
24.	My supervisor told me what to do with a client, but didn't give me very specific ideas about how to do it	1 2 3 4 5
25.	My supervisor wanted me to use an assessment technique that I considered inappropriate for a particular client	1 2 3 4 5
26.	There were no clear guidelines for my behavior in supervision	1 2 3 4 5
27.	My supervisor gave no constructive or negative feedback, and as a result, I did not know how to address my weaknesses	1 2 3 4 5
28.	I didn't know how I was doing as a therapist, and as a result I didn't know how my supervisor would evaluate me	1 2 3 4 5
29.	I was unsure of what to expect from my supervisor	1 2 3 4 5

Olk, M. E., & Friedlander, M. L. (1992). Trainees' experiences of role conflict and role ambiguity in supervisory relationships. *Journal of Counseling Psychology*, 39(3), 389.